DOCUMENT RESUME

ED 264 677 EC 181 326

AUTHOR Rosinek, Michele
TITLE Skills Assessment Module (S.A.M.): A Unique & Practical Approach to the Assessment Process.
PUB DATE 85
NOTE 62p.
AVAILABLE FROM Piney Mountain Press, P.O. Box 333, Cleveland, GA 30528 ($25.00).
PUB TYPE Tests/Evaluation Instruments (160) -- Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Cognitive Development; *Disabilities; Evaluation Methods; *Job Skills; Secondary Education; *Vocational Evaluation
IDENTIFIERS *Skills Assessment Module

ABSTRACT

The Skills Assessment Module (SAM) is designed to assess special needs students' affective, cognitive, and manipulative strengths and weaknesses in relation to vocational skills required in various training programs within a school system. Initial sections outline procedures and techniques (including paper-pencil tests, hands-on skill modules and work behavior rating) and administration guidelines for SAM. Twelve hands-on modules are then explained in terms of purpose, materials, activity, verbal cue, interpretation, and scoring: (1) mail sort; (2) alphabetizing; (3) etch-a-sketch maze; (4) payroll computation; (5) patient information memo; (6) small parts; (7) ruler reading; (8) pipe assembly; (9) O rings; (10) block design; (11) color sort; and (12) circuit boards. Additional information in the manual includes test interpretation guidelines, technical information, reporting forms, and an instrument to measure learning styles. (CL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Cliff Rice

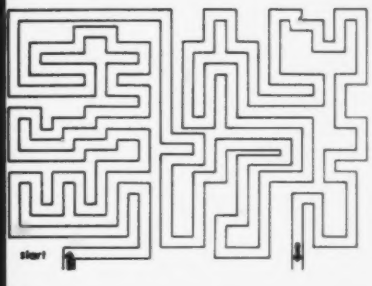
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

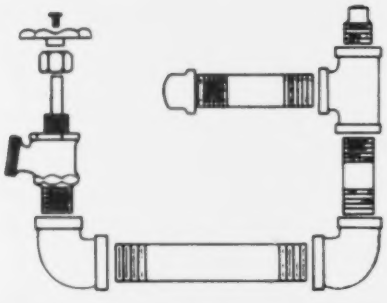
ED264677

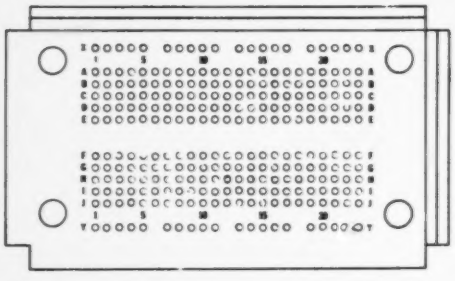
S.A.M.

skills assessment module

A UNIQUE & PRACTICAL APPROACH TO THE ASSESSMENT PROCESS







Piney Mountain Press, Inc.
P.O. Box 333
Cleveland, GA 30528
404-864-7180

BEST COPY AVAILABLE

EC181326

SKILLS ASSESSMENT MODULE

Produced by Piney Mountain Press, Inc.

Written by Michele Rosinek

Illustrated by Sandra Rees

Acknowledgements

The publisher is indebted to the following individuals for contributing the data reported in this manual:

Mrs. Sharell Howze, M.A., Ed.S., Psychologist/Consultant, Cleveland, GA.

Mr. Charles K. Hodge, Handicapped Specialist, Atlanta, GA.

Mrs. Georgia Jenkins, Instructional Specialist, Forsyth Voc. Center, Macon, GA.

Mr. Mike Miller, Handicapped Specialist, Chattooga County Schools, Summerville, GA.

Mr. Carlos Ortiz, Handicapped Specialist, Richmond County Schools, Augusta, GA.

Mr. Guy Parkinson, Handicapped Specialist, Cobb County Schools, Marietta, GA.

Dr. Michelle D. Sarkees, Division of Voc. Ed., University of Georgia, Athens, GA.

Mr. Jimmy Orr, Handicapped Specialist, Tift County Comprehensive High School, Tifton, GA.

Mrs. Donna Lamberton-Faulkner, Career Services for Handicapped, Fulton County Schools, Hapeville, GA.

Mr. Robert Sweat, Evaluator, Waycross Ware Vocational Technical School, Waycross, GA.

Mrs. Kathy Wallace, Evaluator, Pickens Area Vocational Technical School, Jasper, GA.

Mr. Ralph True, Senior Associate,
Maynard Research Council, Inc.
Methods Research Council, Inc.
Pittsburgh, PA.

Copyright 1985 Piney Mountain Press, Inc.

TABLE OF CONTENTS

I. INTRODUCTION..... 1

II. PROCEDURES AND TECHNIQUES..... 3

III. DEFINITION OF TERMS..... 8

IV. ADMINISTRATIVE GUIDELINES.....10

V. HANDS-ON MODULES.....11
1. Mail Sort.....11
2. Alphabetizing.....12
3. Etch-A-Sketch Maze.....13
4. Payroll Computation.....14
5. Patient Information Memo.....16
6. Small Parts A.....22
6B. Small Parts B.....23
7. Ruler Reading.....24
8. Pipe Assembly.....28
9. O Rings.....30
10. Block Design.....31
11. Color Sort.....33
12. Circuit Board.....34

VI. INSTRUCTIONS FOR REPORTING & TEST INTERPRETATION.....35

VII. DATA. REPORTING AND PROFILE FORM.....36

VIII. VOCATIONAL PERFORMANCE MATRIX.....37

IX. TECHNICAL INFORMATION.....38

X. LEARNING STYLES INVENTORY.....43

XI. PARTS LIST.....53

Copyright 1985 Piney Mountain Press, Inc.

INTRODUCTION

The Skills Assessment Module (S.A.M.) is designed to assess a student's affective, cognitive and manipulative strengths and weaknesses in relation to vocational performances required in the various training programs within a school system. The student can be evaluated before entering a training program to determine in which performances he or she demonstrates a deficiency or competency. With this information, the evaluator can provide documented justification for placement of a student in a particular occupational program.

Developed to accommodate the secondary and adult educator placed in the dual role of instructor/evaluator, S.A.M. is compact, self contained and mobile. The administration time takes only 1 1/2 - 2 1/2 hours yet tests for a broad variety of performances. The hands-on activities may be administered in any order, in one sitting or in as many as the evaluator may require. The activities are durable and designed to stimulate student interest. Separate norms are available on average, handicapped and disadvantaged students as well as employed workers.

MANUAL - The Module includes a comprehensive User's Manual containing a program orientation, administrative procedures and techniques, test interpretations and a definition of terms. The manual also includes a Data-Reporting-Profile Form , norming data and a vocational performance matrix which all provide the evaluator with a simple yet practical interpretation of a student's score. The scores are correlated to performances required in the various training programs within a school system. This information may be shared with administrators, counselors, vocational instructors and parents alike.

PAPER-PENCIL TESTS - The following paper pencil tests are included in the module:

1. LEARNING STYLES INVENTORY - This test helps determine student preference in the areas of information gathering, work conditions and expression.
2. REVISED BETA EXAMINATION - This test is a nonverbal measure of intellectual ability for members of the general population.
3. PERSONNEL TEST FOR INDUSTRY - The P.T.I. is used to assess the student's ability to follow oral directions.

The paper-pencil tests may be administered individually or on a group basis.

HANDS-ON MODULES - The Skill Modules (the hands-on components of the kit) include the following activities:

1. MAIL SORT - Student sorts preaddressed postcards by zip code. Assesses Digital Discrimination.
2. ALPHABETIZING CARDS - Student files preaddressed postcards alphabetically. Assesses Clerical/Verbal perception.

Copyright 1985 Piney Mountain Press, Inc.

3. ETCH A SKETCH MAZE - Student follows a pattern by simultaneously turning two dials quickly and accurately. Assess motor coordination.
4. PAYROLL COMPUTATION - Student computes employees earning with the aid of a calculator. Assesses clerical/numerical perception.
5. PATIENT INFORMATION MEMO - Student must read, analyze and transcribe written material. Assesses ability to follow written instructions.
6. SMALL PARTS - Student manipulates small objects on a board using small tools. Assesses aiming and finger dexterity.
7. RULER READING - Student must read a rule and measure to the nearest sixteenth of an inch. Assesses measurement ability.
8. PIPE ASSEMBLY - Student assembles a pipe and faucet assembly with appropriate tools according to a printed diagram. Assesses manual dexterity.
9. O-RINGS - Student sorts objects of similar material according to size. Assesses form perception.
10. BLOCK DESIGN - Using a set of colored blocks, a student must construct designs based on a printed diagram. Assesses spatial perception.
11. COLOR SORT - Student sorts seven different colors by identifying the central color in a pattern. Assesses color discrimination.
12. CIRCUIT BOARD - Student must wire a circuit by following a color coded pattern. Assesses ability to follow diagrammed instruction.

S.A.M. may also be used to assess certain affective work behaviors as:

Appearance	Initiative
Communication Skills	Interpersonal Traits
Endurance	Reactions to Assigned Tasks
Follows Rules & Regulations	Safety Consciousness

The Skills Assessment Module is designed to provide the instructor with a comprehensive, flexible, and affordable assessment/evaluation tool. The module can be used in a variety of ways to assess the aptitudes, work behaviors, learning styles and cognitive performances of students pursuing an occupational course of study. It can be adapted to suit the instructors specific curriculum needs. When used in conjunction with academic and behavioral records, expressed interests, observations and recommendations, parent concerns, and program availability, the Skills Assessment Module will help develop an accurate and comprehensive occupational profile of the student.

Copyright 1985 Piney Mountain Press, Inc.

PROCEDURES AND TECHNIQUES

The following procedures and techniques are provided to help guide the evaluator through the assessment process.

COMPONENTS OF THE EVALUATION

S.A.M. is divided into three phases or components: a) program orientation and paper-pencil tests; b) skill modules (hands-on); c) follow-up/test interpretation. Each component has undergone continual revisions until a methodology evolved that satisfied the fundamental requirements of a vocational assessment and offered a meaningful interpretation of the information.

PHASE 1 - PROGRAM ORIENTATION AND PAPER-PENCIL TESTS

Prior to the hands-on activities, pertinent background information on each student should be gathered and recorded on the Student Data Form (see page 36). This data (medical, social, educational, etc.) will serve as a guide in assessing the student's present level of functioning, as well as enable the evaluator to begin collecting the pieces of the puzzle necessary in developing the student's educational/vocational plan. When possible, input from other available sources (counselors, parents, etc.) should be included on the report.

The first major step in the evaluation process is to give the student a brief orientation regarding the purpose and scope of the testing and what is expected of him/ her as a worker in this setting. The participant should then be introduced to the various types of testing instruments and activities to be administered in order to reduce the anxiety level often present in these situations.

Next, a battery of paper-pencil tests, consisting of a non-verbal intelligence test, a learning styles inventory, an interest inventory and an oral directions test is to be administered. Most of these tests can be given in a small group or individually, depending on the prevailing circumstances. Scoring for each test should closely follow the guidelines presented in the testing manuals. Converted scores are to be recorded on the Student Reporting Form on page 36. Below is a brief description of the tests to be used in the preliminary work-up of the participant.

Test Descriptions:

The REVISED BETA EXAMINATION (Second Edition), published by Psychological Corporation, is a non-verbal measure of intellectual ability for members of the general population. It contains six subtests and requires approximately thirty minutes to administer. The examination yields an overall estimate of ability which can be expressed as a performance I.Q. and/or a percentile score. This information may already be available through the student's school records.

Copyright 1985 Piney Mountain Press, Inc.

The LEARNING STYLES INVENTORY is an evaluation instrument formulated to help determine the learning styles of students. It is divided into three main areas: 1. information gathering; 2. work conditions; 3. expressive preference. The test is in the form of a self report in which the student ranks statements that best reflect his/her feelings. In many cases, it will be possible for each student to score his/her own test and to graph the results. Enter results on Student Data Form.

There are a number of very informative standardized interest inventories available on the market today which may be used to measure personal interests. An interest inventory is intended to assist individuals with their career decisions and vocational preferences. It should provide objective information on a person's occupational preferences and point to areas of potential satisfaction. Interest inventories serve as one source of information that should be considered when evaluating the individual's overall occupational outlook.

The final test in this battery is the PERSONNEL TEST FOR INDUSTRY, published by Psychological Corpration. The P.T.I. is an oral directions test which assesses an individual's ability to follow oral directions. It is useful with individuals who have a limited education, since the skills required to complete the items range from basic skills to above average high school level. Although the directions become increasingly complex, the student is required to write words only once and is never expected to write complete sentences. Enter results on Student Data Form.

PHASE 2 - HANDS-ON SKILL MODULES AND WORK BEHAVIOR RATING

The second component of the evaluation is the administration of the hands-on modules. The major objective of the modules is to provide the staff, parents, and the student with information for identifying the student's general areas of vocational strengths and weaknesses. The following twelve modules are described more thoroughly in the next section of the unit (see page 11): 1) Mail Sort; 2) Alphabetizing Cards; 3) Etch-A-Sketch Maze; 4) Payroll Computation; 5) Patient Information Memo; 6) Small Parts Assembly A and B; 7) Ruler Reading; 8) Pipe Assembly; 9) O-Rings; 10) Block Design; 11) Color Sort; 12) Circuit Board. Each module includes the purpose, materials, interpretation of the task, as well as specific directions for administering and scoring.

Earmarking the work behaviors of the student represents another area of focus during this phase of assessment. Observation of critical behaviors and personal/social habits is an essential element in the overall assessment process.

Copyright 1985 Piney Mountain Press, Inc.

The following specific work behaviors should be observed and rated on the Profile Form on page 36.

1. Appearance
2. Communication Skills
3. Endurance
4. Follows Rules & Regulations
5. Initiative
6. Interpersonal Traits
7. Reactions to Assigned Tasks
8. Safety Consciousness

A rating scale based on a 1 - 5 standard was developed for assessing the task scores and behaviors. Notes and observations of individual performance on the modules should be recorded on the back of the Data-Reporting-Profile Form.

PHASE 3 - FOLLOW-UP TEST INTERPRETATION

After all the data has been gathered, recorded and evaluated, the final component in the process is the interpretation and synthesization of all subjective and objective data. The evaluation report should focus on those strengths and weaknesses the student exhibits in relation to his/her interests, behaviors and abilities. It should include recommendations of a social, educational, and vocational nature, offering flexibility in directing the participant in vocational/educational areas. Recommendations should be designed to alert those members of the professional team to the potential of each student and how they might direct their efforts towards maximizing the student's functional capabilities.

The following information from the DICTIONARY OF OCCUPATIONAL TITLES (D.O.T.) suggests additional parameters that should be considered when evaluating the overall potential of the student. Data related to job factors such as: a) aptitudes; b) interests; c) physical demands of work; d) temperaments; and e) training time, provide a clearer and sharper focus on the type of training best suited for the student. This information coupled with the test results obtained from the Skills Assessment Module should be extremely helpful in counseling, job development, training and other projective activities for the student.

Training Time:

Training Time is the amount of general educational development and specific vocational preparation required of a worker to acquire the knowledge and abilities necessary for performance in a particular job.

Copyright 1985 Piney Mountain Press, Inc.

(A) General Educational Development encompasses those aspects of education, whether it be formal or informal, which contribute to the worker's reasoning development, ability to follow instructions and acquisition of language and mathematical skills.

(B) Vocational Preparation is the amount of time required to learn the techniques, acquire information and develop the facility needed for performance in a specific job-worker situation.

Aptitudes:

Aptitudes are the specific capacities or abilities required of an individual to facilitate the learning of a task or job duty. According to the D.O.T. classifications, the aptitudes frequently looked at are these:

(A) Clerical Perception: Observing differences in copy
(B) Color Discrimination: Perceiving similarities or differences in color or shades
(C) Eye-Hand-Foot Coordination: Moving the hands and feet simultaneously with each other
(D) Finger Dexterity: Manipulating small objects with the fingers
(E) Form Perception: Perceiving pertinent details in objects or graphic material
(F) Intelligence: General learning ability
(G) Manual Dexterity: Moving the hands easily and skillfully
(H) Motor Coordination: Coordinating eyes and hands rapidly and accurately
(I) Numerical: Performing arithmetical operations
(J) Spatial: Visualizing objects of two or three dimensions
(K) Verbal: Comprehending language

Physical Demands:

Physical Demands are the physical requirements made of the specific job-worker situation. They include:

(A) Climbing and/or balancing
(B) Feeling
(C) Reaching, handling, fingering, and/or feeling
(D) Stooping, kneeling, crouching, and/or crawling
(E) Strength (lifting, carrying, pushing or pulling)
(F) Talking and/or hearing

Temperaments:

Temperaments are synonymous with the individual's "personal traits." This area includes the following different types of situations to which workers must adjust.

1. Adaptability to accepting responsibility for the direction, control, or planning of an activity.
2. Adaptability to situations involving the interpretations of feelings, ideas, or facts in terms of personal viewpoints.

Copyright 1985 Piney Mountain Press, Inc.

3. Adaptability to influencing people in their opinions, attitude or judgments.
4. Adaptability to making generalizations, evaluations or decisions based on measurable criteria.
5. Adaptability to dealing with people beyond giving and receiving instructions.
6. Adaptability to performing repetitive work or to performing continuously the same work according to set procedures or guidelines.
7. Adaptability to performing under stress when confronted with a critical, unusual or dangerous situation.
8. Adaptability to situations requiring precise attainment of set limits, tolerances or standards.
9. Adaptability to performing a variety of duties, often changing from one task to another, without loss of efficiency or composure.

Interests:

Interests are preferences for certain types of work activities or experiences as opposed to aversions which are tendencies to reject or turn away from certain other work activities. The interest factors are:

1. A preference for activities dealing with things and objects.
2. A preference for activities involving business contact with people.
3. A preference for activities of a routine, concrete, organized nature.
4. A prefernce for working for the presumed good of people.
5. A preference for activities resulting in prestige or the esteem of others.
6. A preference for activities concerned with the communication of data.
7. A preference for activities of a scientific and technical nature.
8. A preference for activities of an abstract and creative nature.
9. A preference for activities that are carried on in relation to processes, machines, and techniques.
10. A preference for activities resulting in tangible, productive satisfaction.

Environmental Conditions:

Environmental Conditions take into account the physical surroundings of a worker for a specific job.

1. Work location (inside, outside or both).
2. Extreme cold with or without temperature changes.
3. Extreme heat with or without temperature changes.
4. Wet and/or humid.
5. Noise and/or vibration.
6. Hazards.
7. Atmospheric condition.

Copyright 1985 Piney Mountain Press, Inc.

DEFINITION OF TERMS

The following is a list of basic evaluation terms which may be useful in interpreting the student's overall progress during evaluation.

1. Aiming - Ability to move one's hands to a precise stationary target.

2. Appearance - Hygiene; grooming; dress. Ability to appear at work situation in proper attire, to maintain clean appearance and to observe proper safety requirements regarding dress.

3. Clerical Perception - Ability to perceive pertinent detail in verbal or tabular material. Ability to observe differences in copy, to proofread words and numbers, and to avoid perceptual errors in arithmetic computation.

4. Color Discrimination - Ability to perceive and recognize similarities or differences in shades, magnitude and hue of the same color and/or to match colors accurately.

5. Communication Skills - Ability to effectively convey ideas, information and needs to instructor, supervisor and peers.

6. Follows Rules - Ability to be punctual, maintain adequate attendance and to willingly follow rules and regulations.

7. Digital Discrimination - Ability to visually determine (not read) differences in the letter or number.

8. Endurance - Ability to continue with a task over an extended period of time which could be emotionally or physically fatiguing.

9. Finger Dexterity - Ability to move the fingers and manipulate small objects. Involves the skillful use of controlled finger movements to work with tiny objects in small spaces.

10. Follows Diagrammed Instructions - Ability to comprehend a drawing or sketch and to utilize it to satisfactorily complete a work activity.

11. Follows Verbal Instructions - Ability to understand simple oral instructions and to utilize them to satisfactorily complete a work activity.

12. Follows Written Instructions - Ability to comprehend simple written materials at approximately a sixth grade reading level and to interpret and utilize materials to complete the work requirement.

Copyright 1985 Piney Mountain Press, Inc.

13. Form Perception - Ability to perceive pertinent detail in objects or in pictorial/graphic materials, to make visual comparisons and discriminations and see slight differences in shapes and sizes of figures, as well as lengths and widths of lines.

14. General Intelligence - General learning ability. The ability to "catch on" or understand instructions and underlying principles; the ability to reason and make judgments.

15. Initiative - Ability to work without supervision, to recognize errors and make corrections, to maintain a neat and orderly work area, and to show enthusiasm.

16. Interpersonal Traits - Ability to accept criticism, to control emotions, to maintain the proper attitude toward authority, to cooperate with peers, and to maintain a healthy self-concept.

17. Manual Dexterity - Ability to move the hands easily and skillfully, to work with the hands effectively in placing and turning motions.

18. Measurement Skills - Ability to perform arithmetic operations quickly and accurately as well as the ability to make visual comparisons and discriminations, and see slight differences in lengths of lines.

19. Motor Coordination - Ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed. Ability to make a movement response accurately and swiftly.

20. Numerical Aptitude - Ability to perform arithmetic operations quickly and accurately.

21. Reactions to Assigned Tasks - Ability to maintain attention span and work rhythm (the smoothness and continuity with which a participant performs his work), to complete work, to improve with repetition, to make changes in assignments and to endure unpleasant or repetitive work.

22. Safety Consciousness - Ability to comprehend and follow safety rules and regulations required in training program.

23. Spatial Discrimination - Ability to comprehend forms in space and understand relationships of plane and solid objects. Ability to visualize objects in two or three dimensions.

24. Verbal Aptitude - The ability to understand meanings of words and to use them effectively.

Copyright 1985 Piney Mountain Press, Inc.

ADMINISTRATIVE GUIDELINES

1. Administer modules in a well-lighted room on a flat, light-colored surface. Participants should be arranged to prevent direct observation of others before and during testing.

2. The modules may be administered in any order, in one sitting in as many as the evaluator may require.

3. The participant should be given orientation regarding the scope and purpose of the testing and what is expected of him/her as a worker in the setting. Always stress that speed and accuracy are equally important factors in determining their score. So, they must work as fast as they can making as few errors as possible.

4. Directions are given orally and by demonstration. Always allow for practice where indicated and make sure the participant acquires the required skills and concepts needed to perform the task before testing.

5. Begin the Activity when the participant understands what to do. At this point you measure time and check for errors. No assistance may be given during this performance phase. If a piece is dropped on the floor, tell participant to continue working. Pick up dropped piece and place back with the sample. If participant does take time out in retrieving a dropped piece, consider retesting or deducting for lost time.

6. Allow participant to continue until he or she reaches the Needs Improvement Time (Level 5) which is listed on the Vocational Norm table on page (39).

7. Use scoring aids and follow special scoring instructions indicated on the individual instruction sheets and diagrams. The participant is scored one point for each error.

8. After the initial administration of all the samples, the participant may be allowed to practice on specific samples to determine if he or she can score close to the MTM time (see page 41 for an explanation of MTM). Simply readminister sample in the same manner as indicated on individual instruction sheets and keep a record of how many practice trials it takes to reach a competitive time. An MTM time assumes the activity is completed without any errors.

Copyright 1985 Piney Mountain Press, Inc.

MODULE 1

MAIL SORT

PURPOSE: The objective of the Mail Sort Module is to assess the participant's digital discrimination ability via the sorting of preaddressed postcards by zip code number.

MATERIALS: 100 Preadressed postcards
1 Mail Sorter

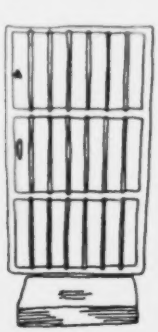
ACTIVITY: Given a stack of 100 postcards, and a mail sort box, the participant will sort the preaddressed postcards by zip code number into the mail sorter. Before beginning the timed portion of this activity, the participant will be allowed a practice trial, sorting the first five cards of the stack. The score is calculated by the time and number of errors the participant makes while sorting the remaining 95 cards.

VERBAL CUE: Say: "Place the first five cards in the mail sort by matching the zip code number (point out number) on the card with the zip code number on the mail sort." (Check participant's procedure and correct if necessary.) Then say: "Sort the rest of the cards."

INTERPRETATION: Digital Discrimination - Ability to visually determine (not read) differences in the letter or number.

SCORING: An error is scored each time the participant places a card in the wrong mail slot. Pull all cards from the mail sort and check markings on side of card for incorrect placement.

Starting Position:



Correct Sequence

Incorrect Sequence

Error Error

Scoring Procedure

Copyright 1985 Piney Mountain Press, Inc.

MODULE 2

ALPHABETIZING

PURPOSE: The objective of this module is to assess for clerical verbal aptitude via the participant's ability to sort preaddressed postcards alphabetically.

MATERIALS: 50 Preaddressed postcards
1 Card File
1 Set of alphabetical dividers

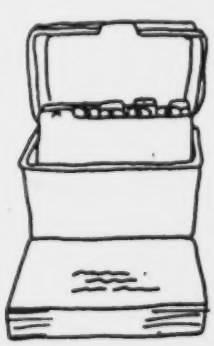
ACTIVITY: Given a stack of 50 postcards, a file box and a set of dividers, the participant will alphabetically arrange the cards in the file box. Before beginning the timed portion of this activity, the participant will be allowed a practice trial, ordering the first five cards of the stack. The cards should be placed behind the divider corresponding with the first letter of the person's last name indicated on the card. The participant should not alphabetize cards falling behind the same divider. In the starting position the participant's hands should be in a "rest" position. The index cards in file should be tilted to the rear.

VERBAL CUE: Say: "Place the first five cards behind the dividers in the file box by matching the first letter of the person's last name with the letter on the divider." (Check participant's procedure and correct if necessary.) Then say: "File the remainder of the cards using any method of handling the cards which you feel is the most productive."

INTERPRETATION: Clerical Verbal-Ability: To perceive pertinent detail in verbal material. Ability to observe differences in copy and to proofread words. A measure of speed of perception which is required in many industrial jobs even when the job does not have verbal or numerical content.

SCORING: An error is scored each time a student places a card behind the wrong divider. Check markings on bottom of cards for incorrect placement.

Starting Position



Correct Sequence

Incorrect Sequence

Error Error

Scoring Procedure

Copyright 1985 Piney Mountain Press, Inc.

MODULE 3

ETCH-A SKETCH MAZE

PURPOSE: The objective of the Etch-A-Sketch Maze module is to help determine a participant's motor coordination by assessing their ability to visually follow a pattern while simultaneously turning two dials quickly and accurately.

MATERIALS: 1 Etch-A-Sketch Board
1 Overlay

ACTIVITY: Given an Etch-A-Sketch with a specially constructed overlay, the participant will follow the pattern by turning the dials on the board. A practice session should be conducted to familiarize the participant with the operation of the board and the various methods of forming different types of lines. Make sure participant's head is positioned directly over the board.

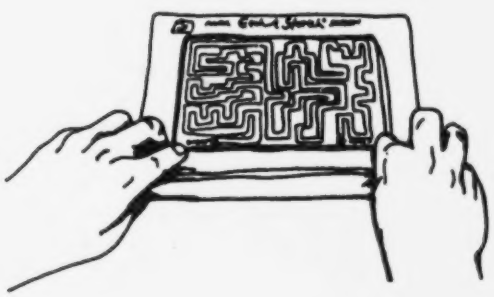
*The evaluator should make sure the beginning mark is lined up at the starting point of the overlay before timing. Show what constitutes an error by showing participant scoring procedure.

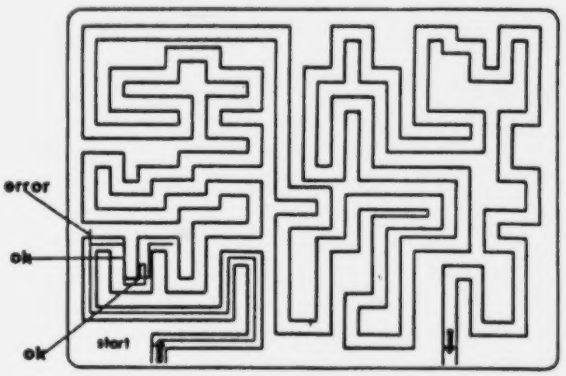
VERBAL CUE: Say: "From the start position, turn dials to move the line through the pattern until you reach finish." (Show student scoring procedure example.) Then say: "Work as quickly as you can staying within the two lines on the overlay."

INTERPRETATION: Motor Coordination: Ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed. Ability to make a movement response accurately and swiftly.

SCORING: An error is counted each time the Etch-A-Sketch line intersects a line on the overlay.

Starting Position





Scoring Procedure

Copyright 1985 Piney Mountain Press, Inc.

MODULE 4

PAYROLL COMPUTATION

PURPOSE: The objective of the Payroll Computation Module is to assess the participant's ability to use clerical numerical skills to accurately compute employee's earnings with the aid of a calculator.

MATERIALS: 1 Student Worksheet 1 Calculator

ACTIVITY: Given a payroll worksheet, an instruction sheet and a calculator, the participant will compute the weekly wages of each of the employees listed. Before timing, both sample problems should be attempted. Several attempts may be necessary before a successful completion. After all errors have been corrected, the participant will proceed to complete the remainder of the test. All answers should be recorded in the appropriate spaces on the worksheet.

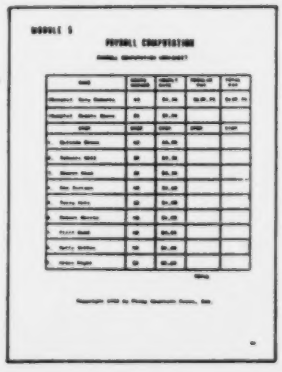
* It may be necessary to familiarize the participant with the basic processes involved in using the calculator. (See instructions with calculator.)

VERBAL CUE: Say: "Write your name at the top of your worksheet. Now look at the sample problem on your answer sheet." Then say: "Mary Roberts worked 43 hours at an hourly rate of $3.25. Her regular pay for that week was $139.75. To figure the regular pay, multiply the total hours worked (43 hours in Mary's case) by the hourly rate ($3.25). Use the calculator to figure out the answer." (You may demonstrate how to use the calculator.) "Do the second sample problem on your worksheet. Write your answer in the spaces marked REGULAR PAY and TOTAL PAY." (Check and correct for errors.) Then say: "Complete the remaining problems on your worksheet. Work as quickly and as accurately as possible. Include the total weekly pay in the space at the bottom of your worksheet by adding together all the workers' wages. Do not include the sample problems in the total.

INTERPRETATION: Clerical-Numerical Perception: Ability to perceive pertinent detail in tabular material. Ability to observe differences in copy, proofread numbers and to avoid perceptual errors in arithmetic computation.

SCORING: An error is scored for each incorrect entry on the worksheet.

Starting Position: Worksheet may be placed on either side of calculator depending on participant's preference



Answer to sample problem: $59.85
Answer to timed problems:

1. $154.00; $154.00
2. $130.65; $130.65
3. $107.20; $107.20
4. $144.00; $144.00
5. $148.20; $148.20
6. $200.00; $200.00
7. $149.10; $149.10
8. $186.00; $186.00
9. $195.70; $195.70

TOTAL: $1,414.85

Copyright 1985 Piney Mountain Press, Inc.

MODULE 4

PAYROLL COMPUTATION

PAYROLL COMPUTATION WORKSHEET

Student's Name_____

NAME	HOURS WORKED	HOURLY RATE	REGULAR PAY	TOTAL PAY
(Sample) Mary Roberts	43	$3.25	$139.75	$139.75
(Sample) Bonnie James	21	$2.85		
STOP	STOP	STOP	STOP	STOP
1. Delinda Brown	40	$3.85		
2. Rebecca Hill	39	$3.35		
3. Sharon Nice	32	$3.35		
4. Kim Jackson	40	$3.60		
5. Terry Mets	38	$3.90		
6. Robert Morris	40	$5.00		
7. Cliff Hand	42	$3.55		
8. Sally Smiles	40	$4.65		
9. Alice Right	38	$5.15		
			TOTAL	

Copyright 1985 Piney Mountain Press, Inc.

MODULE 5

PATIENT INFORMATION MEMO

PURPOSE: The objective of the Patient Information Module is to assess the participant's ability to follow written instructions and to analyze and transcribe written materials .

MATERIALS: 1 Patient information sheet
3 Patient information memo forms

ACTIVITY: Given a sheet containing information on Dr. Young's new patients and three patient information memo forms, the participant will fill out on each patient a memo containing the available background data. Allow student to read directions, then begin test. Do not administer if participant cannot read. Discontinue testing if participant is not finished within 25 minutes.

VERBAL CUE: Say: "Please read the following directions." (Allow) participant to read directions.) Then say: "You may now begin."

INTERPRETATION: Follows written instructions: Ability to comprehend simple written materials at approximately a sixth grade reading level and to interpret and utilize materials to complete the work requirement.

SCORING: An error is scored for each incorrect entry. Check scoring aids for correct entries.

Copyright 1985 Piney Mountain Press, Inc.

MODULE 5

PATIENT INFORMATION MEMO

DIRECTIONS:

The following names are Dr. Young's new patients. You are to fill out the attached Patient Information Memo completely for each one. If information is missing, the space should be left blank. Before beginning, write your name at the bottom of each page.

PATIENT NO. 1:

Mrs. James (Becky) Brown, of 1570 Wesley Road, Orlando, Florida 30059
Social Security No. 879-67-5688. Telephone No. 661-7941.
Date of Birth: September 19, 1952.
Her insurance company is Groves Insurance Company of Summersville, North Carolina, Policy No. 381267, Group 19.
Her nearest relative is her husband, James Brown, who lives at the same address. He is employed at Union Oil Company, Doraville, Florida.

PATIENT NO. 2:

Mr. Ray Luck, of 321 Hill Street, Marietta, Calif. 20056.
Mr. Luck is single and works for Ace Trucking Company in Marietta, Calif. His Social Security No. is 452-45-6712.
Date of Birth: May 23, 1950. Telephone No. 427-5510.
His insurance company is Blue Cross and Blue Shield Insurance Company, and his Policy No. 654234, Group 12A.
His nearest relative is his father, Richard M. Luck, living at 986 Wills Drive, Snelleville, California.

PATIENT NO. 3:

Mrs. John (Barbara) West, of 2239 Church Hill Road, Atlanta, Georgia 30329.
Social Security No. 432-56-7866. Telephone: 954-4545.
Date of Birth: June 26, 1928.
Medicare No. MC349543. She also has a policy with the State Health Care Corp., Policy No. 274381.
Mrs. West is a recent widow. Her nearest relative is her sister, Ruth Head, of 3659 Circle Drive, Helen, Georgia.
Mrs. West works as a Teacher Aide for Cobb County Schools.

* Note that the above are all fictitious characters.

Copyright 1985 Piney Mountain Press, Inc.

MODULE 5

PATIENT INFORMATION MEMO

PATIENT INFORMATION MEMO

DATE_____19_____

PATIENT_____DATE OF BIRTH_____

SOCIAL SECURITY_____

NAME_____PHONE NUMBER_____
(Full name of husband, father or responsible party)

MARRIED_____SINGLE_____NAME OF HUSBAND OR WIFE_____
WIDOWED_____DIVORCED___(If not shown above)

ADDRESS_____
(Street number, City and State)

EMPLOYER_____DEPT._____
(Employer of Patient, Husband or Wife)

EMPLOYER'S ADDRESS_____

NEAREST RELATIVE_____ADDRESS_____

INSURANCE COMPANY_____ADDRESS_____

POLICY NUMBER_____GROUP_____CONTRACT_____

MEDICARE NUMBER_____WELFARE NUMBER_____

ATTENDING PHYSICIAN_____

Copyright 1985 Piney Mountain Press, Inc.

MODULE 5

PATIENT INFORMATION MEMO

PATIENT INFORMATION MEMO

DATE today's19date

PATIENT Mrs. James (Becky) Brown DATE OF BIRTH Sept. 19, 1952

SOCIAL SECURITY 879-67-5688

NAME James Brown PHONE NUMBER 661-7941
(Full name of husband, father or responsible party)

MARRIED X SINGLE ____ NAME OF HUSBAND OR WIFE _____
WIDOWED ____ DIVORCED __ (If not shown above)

ADDRESS 1570 Wesley Road, Orlando, Florida 30059
(Street number, City and State)

EMPLOYER Union Oil Company DEPT. _____
(Employer of Patient, Husband or Wife)

EMPLOYER'S ADDRESS Doraville, Florida

NEAREST RELATIVE James Brown ADDRESS 1570 Wesley Road, Orlando, Fla. 30059

INSURANCE COMPANY Groves Ins. Co ADDRESS Summersville, N.C.

POLICY NUMBER 381267 GROUP 19 CONTRACT _____

MEDICARE NUMBER _____ WELFARE NUMBER _____

ATTENDING PHYSICIAN Dr. Young

Copyright 1985 Piney Mountain Press, Inc.

MODULE 5

PATIENT INFORMATION MEMO

PATIENT INFORMATION MEMO

DATEtoday's19date

PATIENT Mr. Ray Luck DATE OF BIRTH May 23, 1950

SOCIAL SECURITY 452-45-6712

NAME Mr. Ray Luck PHONE NUMBER 427-5510
(Full name of husband, father or responsible party)

MARRIED ____ SINGLE X NAME OF HUSBAND OR WIFE ____
WIDOWED ____ DIVORCED ___ (If not shown above)

ADDRESS 321 Hill Street, Marietta, California 20056
(Street number, City and State)

EMPLOYER Ace Trucking Company DEPT. ____
(Employer of Patient, Husband or Wife)

EMPLOYER'S ADDRESS Marietta, California

NEAREST RELATIVE Richard M. Luck ADDRESS 986 Wills Drive, Snelleville, Calif.

INSURANCE COMPANY Blue Cross/ Blue Shield ADDRESS ____

POLICY NUMBER 654234 GROUP 12A CONTRACT ____

MEDICARE NUMBER ____ WELFARE NUMBER ____

ATTENDING PHYSICIAN Dr. Young

Copyright 1985 Piney Mountain Press, Inc.

MODULE 5

PATIENT INFORMATION MEMO

PATIENT INFORMATION MEMO

DATEtoday's19date

PATIENT__Mrs._Barbara_West_____DATE OF BIRTH_June_26,_1928_

SOCIAL SECURITY_432-56-7866_

NAME__Mrs._Barbara_West_____PHONE NUMBER_954-4545_____
(Full name of husband, father or responsible party)

MARRIED_____SINGLE_____NAME OF HUSBAND OR WIFE_____
WIDOWED_X___DIVORCED___(If not shown above)

ADDRESS_2239_Church_Hill_Road,_Atlanta,_Georgia__30329_____
(Street number, City and State)

EMPLOYER_Cobb_Co._Schools_____DEPT._Teacher_Aide_____
(Employer of Patient, Husband or Wife)

EMPLOYER'S ADDRESS_____

NEAREST RELATIVE_Ruth_Head_____ADDRESS 3659 Circle Drive,
_Helen,_GA_____

INSURANCE COMPANY State Health Care_____ ADDRESS_____

POLICY NUMBER_274381GROUP_____CONTRACT_____

MEDICARE NUMBER_MC349543____WELFARE NUMBER_____

ATTENDING PHYSICIAN_Dr._Young_____

Copyright 1985 Piney Mountain Press, Inc.

MODULE 6

SMALL PARTS A

PURPOSE: The objective of the Small Parts module is to assess for aiming skills by having the participant manipulate small objects on a board.

MATERIALS: 1 Set of washers (24 minimum)
1 Tweezer
1 Set of 3/4" brads (12 minimum)
1 Small Parts board

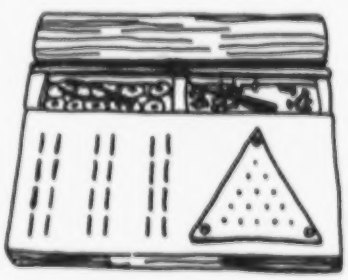
ACTIVITY: Given a board with a set of brads and washers, the participant will place two washers side by side in the grooves on the board using a steel tweezer. Once the washers are intact, the participant will place a brad through holes in the washers. Before beginning the timed portion, the participant should be allowed sufficient time to familiarize himself with the tools, materials and procedures of this activity (allow at least three assemblies on the board but place back in tray before timing).

VERBAL CUE: Say: "Using your tweezers, pick up the washers and place them in the grooves on the board. Then, with the tweezers, pick up the brads and insert them in the holes of the washers so that each brad rests between two of the washers. You may place the board in any position you desire but such relocation will be included in your time." (Allow participant to practice on three assemblies - 6 washers, 3 brads. Place practice assembly back into tray.) Then say: "Now fill all the grooves on the board."

INTERPRETATION: Aiming- Ability to move the fingers and manipulate small objects. Involves the skillful use of controlled finger movements to work with tiny objects in small spaces.

SCORING: There is no error score for this sample. Student should work to completion.

Starting Position



Copyright 1985 Piney Mountain Press, Inc.

MODULE 6

SMALL PARTS B

PURPOSE: The objective of Small Parts B is to assess the participants' finger dexterity by having them insert small screws into a metal plate with the aid of a screwdriver.

MATERIALS:
1 Set of machine screws, 1 Screwdriver, 1 Small parts board

ACTIVITY:

PART 1

Given a set of screws, a screwdriver and the small parts board, the participant will place one screw at a time in the holes on the board, securing them with just enough twist to catch the thread on the metal plate. The remainder of the activity is to be completed by using the screwdriver with both hands, turning the screw until it is tightly against the board. Before beginning the timed portion of this activity, the participant should be allowed to practice with at least 3 assemblies. Remove the screws before you start timing.

PART 2

After logging the time for Part 1, the participant will remove the screws from the board, reversing the process. Once the screws are loosened with the screwdriver, the remainder of the activity may be completed by turning the screws by hand. The screws should then be placed in their appropriate container.

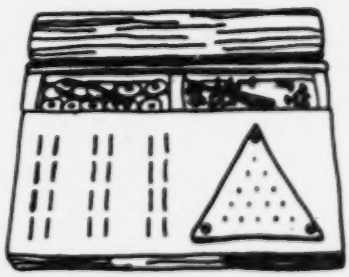
* Add both times together for a total score.

VERBAL CUE: Say: "Using your fingers, place 3 screws in the holes on the metal plate with just enough twist to hold them in place. Then with both hands, use the screwdriver to turn the screws until they fit tightly against the plate." After the participant has correctly completed the above performance have them remove the screws, place them back in the tray and then say: "Now, fill all the holes in the metal plate the same way you did the first three. Work as quicky as you can." When the participant has finished the above activity, record the time, then say: "Now, loosen the screws from the plate with the screwdriver, then with your fingers, remove all the screws and place them back in the tray." Record the time for Part 2 then add the times for Part 1 and Part 2.

INTERPRETATION: Finger Dexterity - Ability to move the fingers and manipulate small objects. Involves the skillful use of controlled finger movements to work with tiny objects in small spaces.

SCORING: There is no error score on these activities.

Starting Position



MODULE 7

RULER READING

PURPOSE: The objective of the Ruler Reading Module is to assess the participant's ability to accurately measure and/or read a ruler to the nearest sixteenth of an inch.

MATERIALS:

1 Ruler
1 Worksheet
1 Instruction Sheet

ACTIVITY: Given a ruler, worksheet and a scaled representation of an inch rule, the participant will first measure each line segment at the top of the worksheet to the nearest sixteenth of an inch. After recording each answer in the space provided, the participant will complete the remaining section, marking off the designated lengths on each line. Fractions should be reduced to the lowest common denominator.

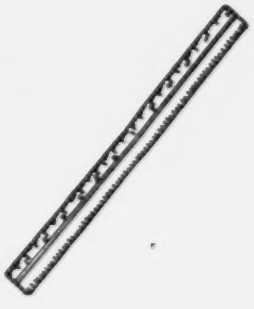
* Allow participant to practice on the two problems on the Instruction Sheet before timing.

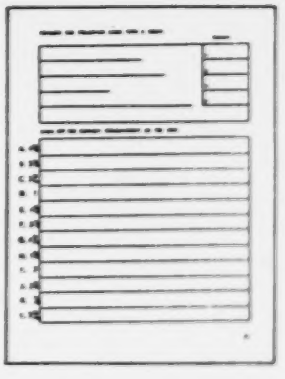
VERBAL CUE: Say: "Using your ruler, draw a line 2 1/2 inches long (see Instruction Sheet). Now, with your ruler, measure the length of the line indicated on your Instruction Sheet and write your answers next to the line. (Check participant's answers and provide necessary corrections and instructions before timing.) Now say: "Measure each line at the top of the worksheet to the nearest sixteenth of an inch and enter your answers in the space provided. Then, mark off the correct measurement listed on the left side of the page to the nearest sixteenth of an inch."

INTERPRETATION: Measurement skills - Ability to perform arithmetic operations quickly and accurately as well as the ability to make visual comparisons and discriminations, and see slight differences in lengths of lines.

SCORING: Allow 1/16 inch tolerance on the error score. An error is scored for each incorrect answer. A transparency may be used as a quick check.

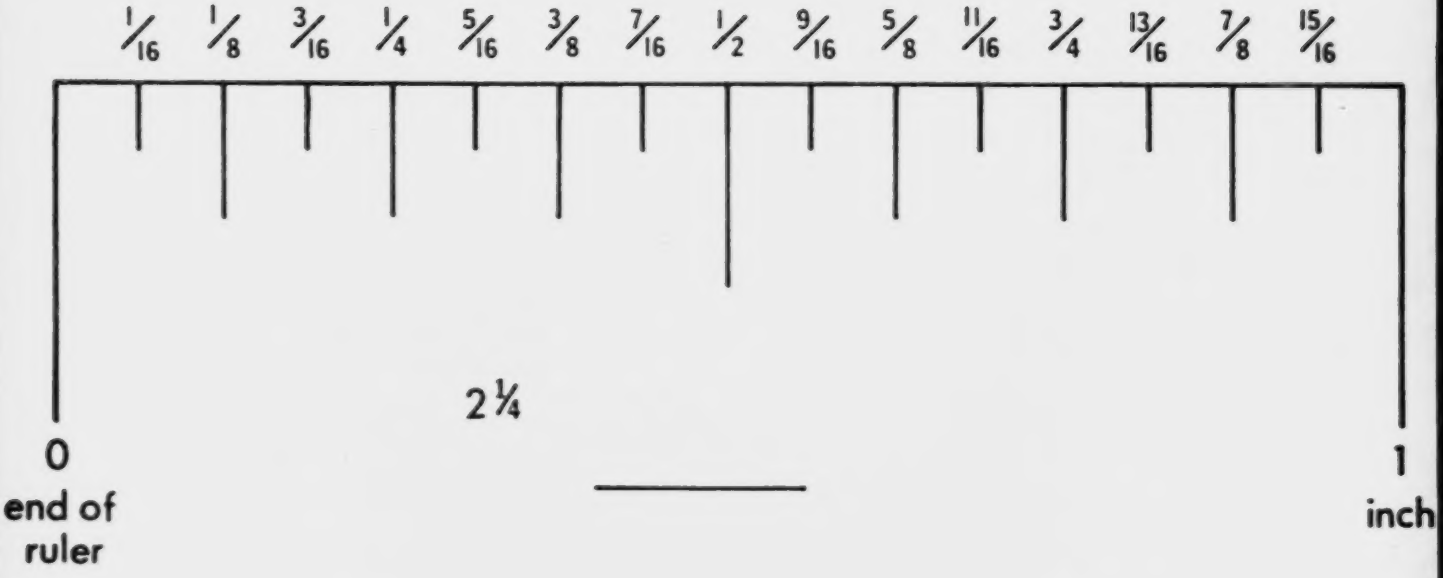
Starting Position



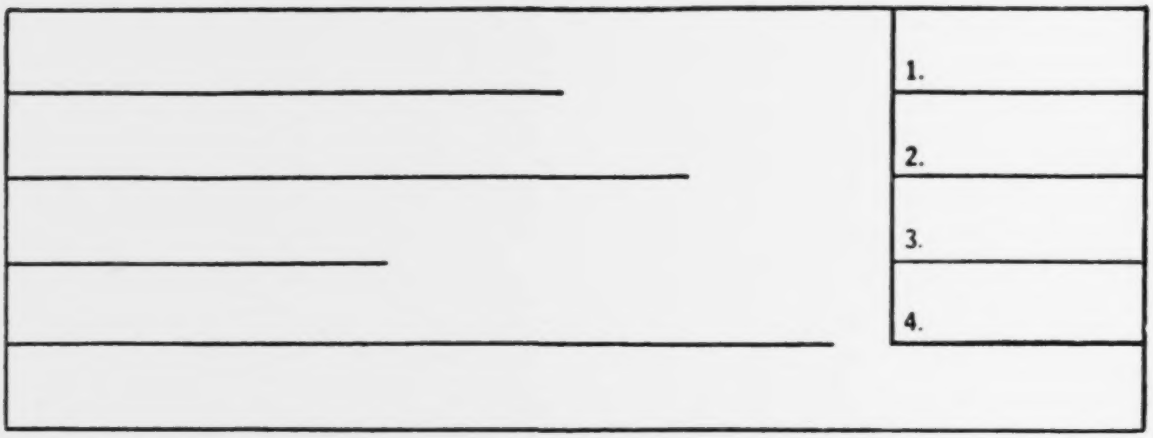


Copyright 1985 Piney Mountain Press, Inc.

RULER READING
INSTRUCTION SHEET
FOR ONE INCH



MEASURE THE FOLLOWING LINES WITH A RULER



Answers
1.
2.
3.
4.

MARK OFF THE CORRECT MEASUREMENT ON THE LINE

A. $4\frac{5}{8}$

B. $2\frac{1}{2}$

C. $3\frac{3}{16}$

D. 1

E. $4\frac{1}{2}$

F. $5\frac{1}{4}$

G. $4\frac{5}{16}$

H. $1\frac{7}{8}$

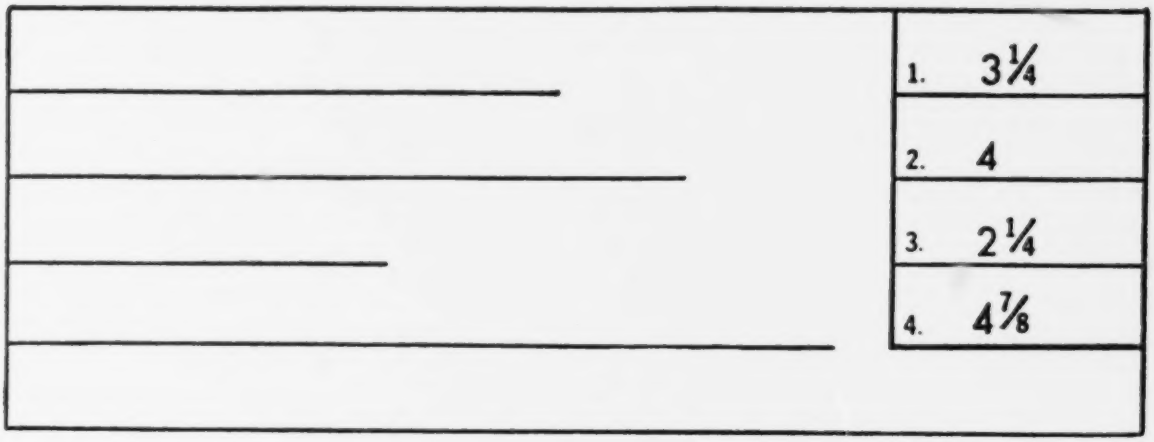
I. 3

J. $5\frac{3}{4}$

K. $\frac{1}{2}$

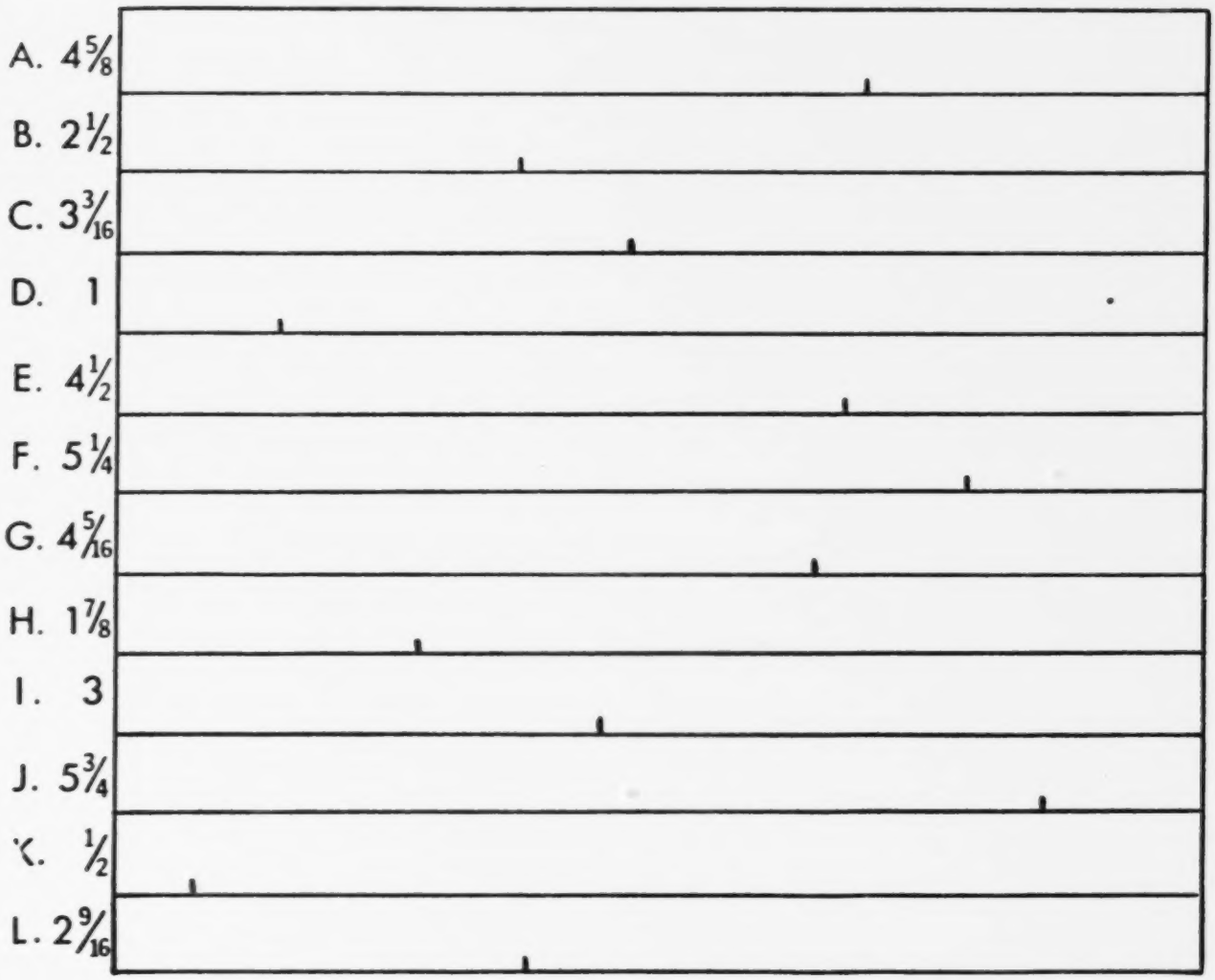
L. $2\frac{9}{16}$

MEASURE THE FOLLOWING LINES WITH A RULER



Answers	
1.	$3\frac{1}{4}$
2.	4
3.	$2\frac{1}{4}$
4.	$4\frac{7}{8}$

MARK OFF THE CORRECT MEASUREMENT ON THE LINE



MODULE 8

PIPE ASSEMBLY

PURPOSE: The objective of the Pipe Assembly module is to determine the participant's manual dexterity aptitude via the assembly of various pieces of hardware using the appropriate hand tools.

MATERIALS:

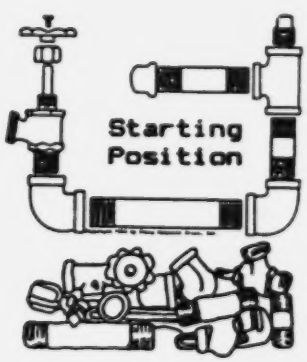
1 Pipe plug	1 Boiler drain (faucet)	2 Elbows
1 Screw	3 Nipples (pipes)	1 Nut
1 Tee	1 Pipe wrench	1 Cap
1 Screwdriver	1 Diagram	1 Handle

ACTIVITY: Given a diagram and an assortment of tools and hardware, the participant should correctly connect each of the designated pieces. After all connections are made, the assembly must be tightened using the pipe wrench and screwdriver. Allow configuration to assume whatever position is necessary for a snug fit. A short demonstration should be given to familiarize the participant with the correct method of handling and using the required tools. The participant should be allowed to make at least one connection using the pipe wrench before timing begins.

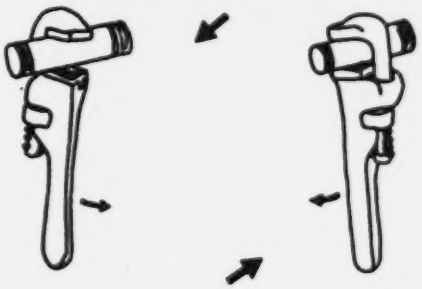
VERBAL CUE: Say: "Connect the large nipple to an elbow using the pipe wrench." (Demonstrate how pipe wrench only grabs in one direction. Disconnect practice assembly.) Then say: "Following the diagram, put all the pieces of hardware together using your hands, then tighten the assembly using your pipe wrench and screwdriver. Make sure you place all the pieces in the right order but you may allow the assembly to take on whatever shape is necessary for a snug fit."

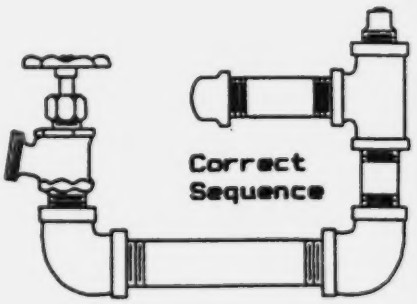
INTERPRETATION: Manual Dexterity: Ability to move the hands easily and skillfully, to work with the hands effectively in placing and turning motions.

SCORING: An error is scored each time the proper sequence is broken. Only one point is scored if pipes are not tightened where possible. One point is scored if participant does not use tools in the assembly.

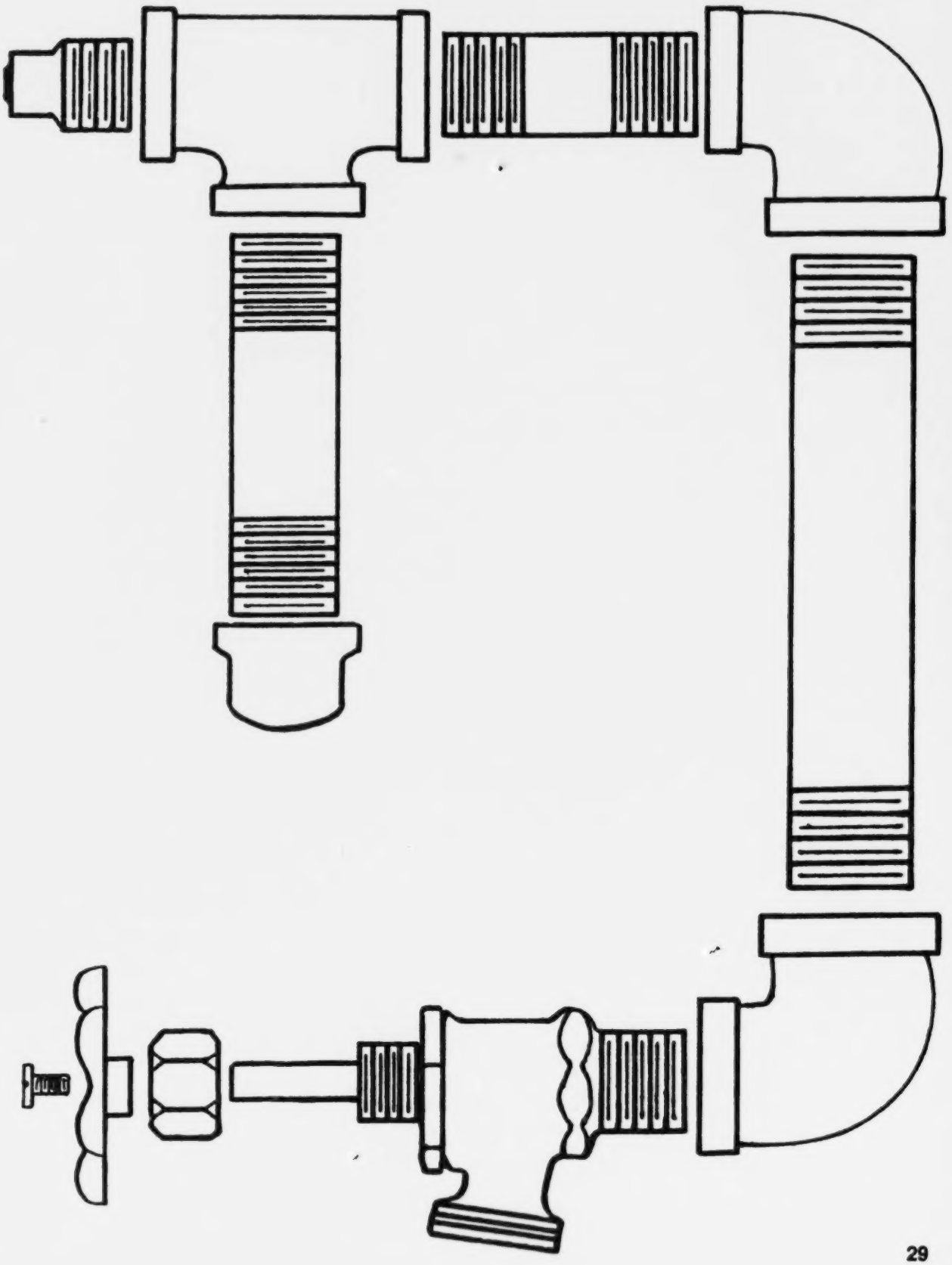


Proper Usage of Pipe Wrench: Grabs Counter-Clockwise in This Position





Grabs Clockwise in This Position



29

MODULE 9

O RINGS

PURPOSE: The objective of Module 9 is to assess for form perception by measuring the participant's ability to sort objects according to size.

MATERIALS: 1 Storage Tray
1 Set of assorted o rings
(12 different sizes - 2 each of 3 larger sizes, 5 each of smaller sizes)

ACTIVITY: Mix all the o rings in a pile in front of participant. Instruct participant to sort all the o rings according to exact size. After all the o rings are sorted they should be placed into tray, one size per compartment. The o rings should not be placed into tray before all are sorted. The o rings may be placed into the tray in any order. The participant may be allowed to practice matching several sizes to determine if the directions are clearly understood.

VERBAL CUE: SAY: "Separate all the o rings by placing the o rings of the exact same size in a stack or pile. After you have separated all the o rings, place each pile of the same size into a separate compartment in the storage tray."

INTERPRETATION: Form Perception: Ability to make visual comparisons and discriminations and see slight differences in shapes of figures.

SCORING: This activity has a maximum of 12 errors. An error is counted when a compartment contains different sized o rings. Only one error is counted per compartment. Errors may be quickly checked by placing o rings in the same compartment on a nail. (Do not allow participant to use this method.)

Starting Position

Scoring Procedure

Correct

Incorrect

Copyright 1985 Piney Mountain Press, Inc.

MODULE 10

BLOCK DESIGN

PURPOSE: The objective of the Block Design is to screen for basic spatial perception by having the participant follow a diagram to construct a three dimensional block design.

MATERIALS: 20 Blocks
1 Diagram

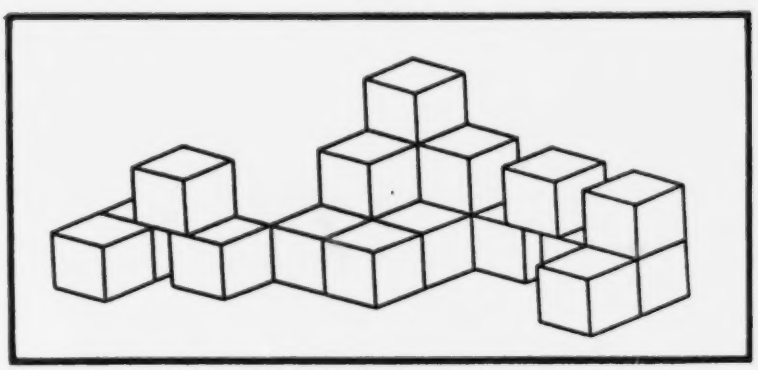
ACTIVITY: Remove blocks from bag and place in front of participant. Give participant diagram and instruct him/her to construct blocks exactly as shown in diagram. No practice is necessary in this sample, however, if it is apparent that participant did not understand instructions, you may readminister directions and then begin with a new starting time.

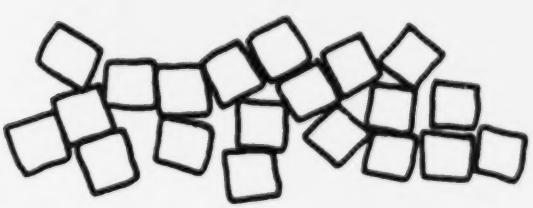
VERBAL CUE: Say: "Place all the blocks so that they look exactly like the pattern on the diagram."

INTERPRETATION: Spatial Perception: Ability to think visually of geometric forms and to comprehend the two-dimensional representation of three-dimensional objects.

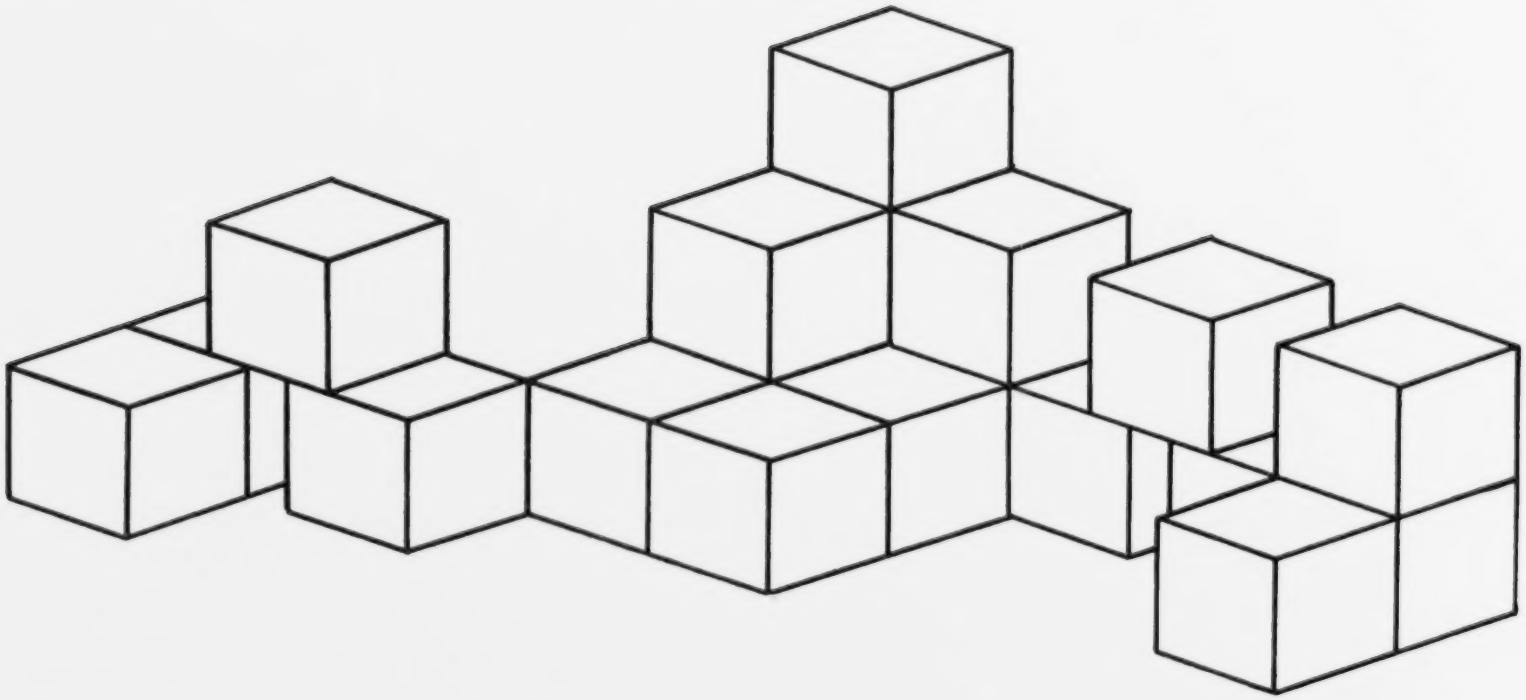
SCORING: An error is scored for each incorrect spatial placement.

Starting Position





Copyright 1985 Piney Mountain Press, Inc.



36

37

BEST COPY AVAILABLE

MODULE 11

COLOR SORT

PURPOSE: The objective of the Color Sort is to assess a participant's color perception by his/her ability to collate color coded cards.

MATERIALS: 50 Cards with colored stickers
(7 Different center colors) 7 Blue 8 Yellow 7 Red 8 Purple
8 Brown 6 Orange 6 Green

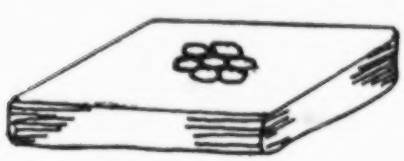
ACTIVITY: Participant should sort cards into separate stacks by matching the color in the center of the pattern. Allow participant to sort 10 cards for practice. Time the participant on sorting the balance (40) of the cards. Participant may sort the colors in any order and the stacks may be arranged to suit his/her preference. Make sure cards are thoroughly shuffled after each administration.

VERBAL CUE: Say: "Match the color in the center of the pattern (point to center color) by placing the cards with the same center color into the same stack. Place each color in a separate stack. The cards may be handled as you desire but any movement of the stack, etc. will be added to the overall time." (Give the student 10 cards for practice. Leave the 10 cards in place when practice is completed.) Then say: "Please sort the remaining cards."

INTERPRETATION: Color Discrimination: Ability to match colors accurately.

SCORING: An error is scored each time a stack contains two or more different colors. There are a maximum of 7 errors.

Starting Position



Copyright 1985 Piney Mountain Press, Inc.

MODULE 12

BEST COPY AVAILABLE

CIRCUIT BOARD

PURPOSE: The objective of the Circuit Board Module is to determine the participant's ability to accurately wire a circuit by following a color coded diagram.

MATERIALS:

- 1 Mini circuit board
- 1 Set of colored wires
- 1 Led switch
- 1 Colored diagram
- 1 LED light
- (extra materials are included)

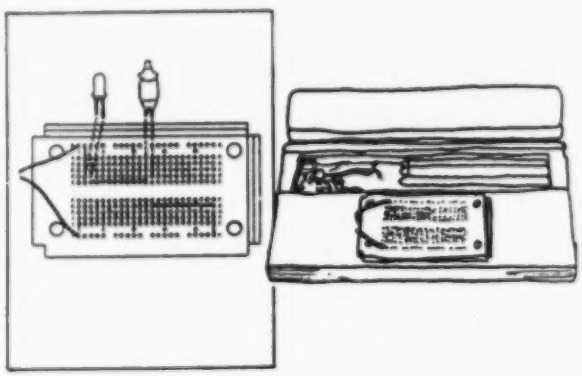
ACTIVITY: Given a mini circuit board, assorted colored wires, an LED light and switch, the participant will connect the circuit by following a diagram. Each colored wire used and connection made should be exactly as shown on the diagram. Allow participant to connect the longest yellow wire for practice. Place back in tray before timing.

VERBAL CUE: Say: "Pick up one of the long yellow wires and place it exactly as shown in the diagram. The wire should fit snugly into the holes." (Place wire back in tray.) Then say: "Follow the diagram to place the necessary pieces in the proper positions. Every piece should be positioned exactly as shown on the diagram."

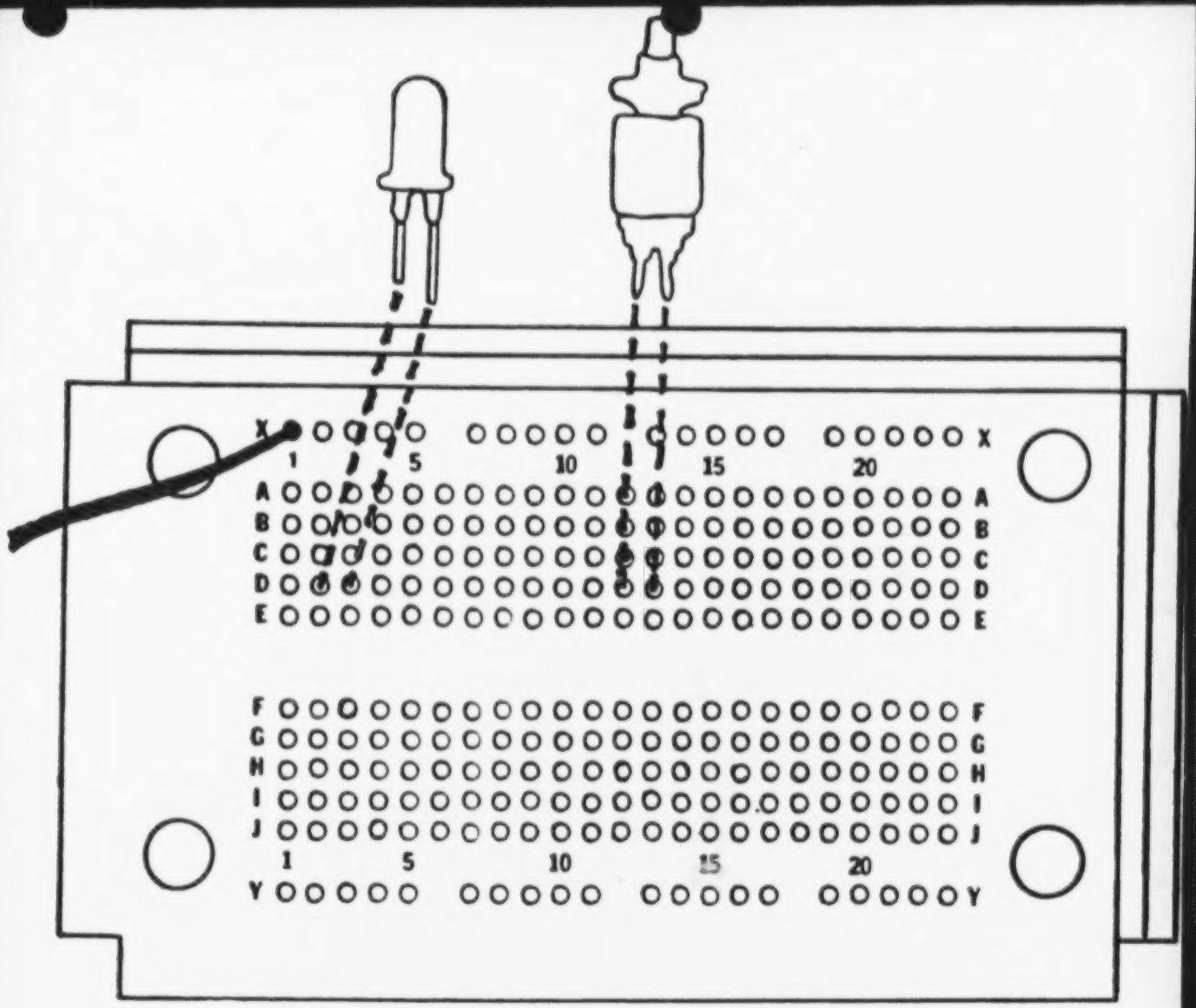
INTERPRETATION: Following diagrammed instructions - Ability to comprehend a drawing or sketch and to utilize it to satisfactorily complete a work activity.

SCORING: An error is scored each time the participant places a component in the wrong position.

Starting Position



Copyright 1985 Piney Mountain Press, Inc. 34


X
1
5
10
15
20
A
B
C
D
E
F
G
H
I
J
Y

INSTRUCTIONS FOR DATA — REPORTING — PROFILE FORM

DATA FORM

1. Fill in participant's name, address, etc.
2. Fill in lines 1-7 by consulting school records, counselor, parents and participant.
3. Line A should include the results of an interest inventory.
4. Line B should include the score and percentile results of the PERSONNEL TEST FOR INDUSTRY included in the Skills Assessment Module.
5. Line C should include the results of the GENERAL INTELLIGENCE TEST, the REVISED BETA EXAM or an equally reliable intelligence test.
6. Finally, line D should include the results of the LEARNING STYLES INVENTORY found on page 52 of the manual.

REPORTING FORM

1. Enter stop and start times where indicated.
2. Enter number of errors in column 4.
3. Go to norm table on page 39 to locate percentile for time and error. Match participant's time to nearest time on the table (look under T beneath the appropriate module) and find percentile score in the left hand column of the table. Match the number of errors under E beneath the appropriate module and locate the percentile in the left hand column of table (same column as percentile).
4. Enter Time percentiles in column 3 and error percentiles in column 5.
5. To obtain a total score for each module, add the Time and Error percentiles together and divide by two. Enter results in column 6.
6. Column 7 indicates the performance each module is measuring.

PROFILE FORM

1. To obtain a graphic profile of participant's performance, find the score under column 6 on the Reporting Form.
2. Enter the score on the performance graph by placing a mark on the approximate line determined by the percentile divisions listed in the top column of the Performance Graph.
3. Once all scores are entered on the Graph, connect all the marks with straight lines.
4. Finally, rate participant's work behaviors by circling the approriate rating under Work Behaviors. The rating may be based on observations by the evaluator, instructor's observations and school records.

Copyright 1985 Piney Mountain Press, Inc.

DATA / REPORTING / PROFILE FORM

FULL NAME _____ DATE _____

ADDRESS _____ PHONE # _____

AGE _____ DATE OF BIRTH _____ SEX _____ GRADE _____

PARENTS NAME _____

1. PHYSICAL PROBLEMS _____
2. EMOTIONAL PROBLEMS _____
3. VOCATIONAL COURSES COMPLETED _____
4. VOCATIONAL INTERESTS _____
5. CURRENT READING LEVEL _____
6. CURRENT MATH LEVEL _____
7. GENERAL EDUCATIONAL DEVELOPMENT _____

REPORTING FORM

1 MODULE	2 TIME	3 %	4 ERRORS	5 %	6 SCORE	7 PERFORMANCES
1. MAIL SORT	STOP _____ START _____ TOTAL _____					DIGITAL DISCRIMINATION
2. ALPHABETIZING	STOP _____ START _____ TOTAL _____					CLERICAL/ VERBAL PERCEPTION
3. ETCH-A-SKETCH	STOP _____ START _____ TOTAL _____					MOTOR COORDINATION
4. PAYROLL	STOP _____ START _____ TOTAL _____					CLERICAL/ NUMERAL PERCEPTION
5. PATIENT INFORMATION MEMO	STOP _____ START _____ TOTAL _____					FOLLOWS WRITTEN INSTRUCTIONS
6A. SMALL PARTS (SCREWS)	STOP _____ START _____ TOTAL _____					AIMING
6B. SMALL PARTS (SCREWS)	B1 STOP _____ START _____ TOTAL _____	B2 STOP _____ START _____ TOTAL _____	TOTAL OF B1 & B2 _____			FINGER DEXTERITY
7. RULER READING	STOP _____ START _____ TOTAL _____					MEASUREMENT SKILL
8. PIPE ASSEMBLY	STOP _____ START _____ TOTAL _____					MANUAL DEXTERITY
9. O-RINGS	STOP _____ START _____ TOTAL _____					FORM PERCEPTION
10. BLOCK DESIGN	STOP _____ START _____ TOTAL _____					SPATIAL PERCEPTION
11. COLOR SORT	STOP _____ START _____ TOTAL _____					COLOR DISCRIMINATION
12. CIRCUIT BOARD	STOP _____ START _____ TOTAL _____					FOLLOWS DIAGRAMMED INSTRUCTIONS

FORM

A. VOCATIONAL INTEREST INVENTORY RESULTS _____

B. PERSONNEL TEST FOR INDUSTRY (FOLLOWS ORAL DIRECTIONS):

RAW SCORE _____ PERCENTILE _____

C. REVISED BETA EXAM (GENERAL INTELLIGENCE): PERCENTILE EQUIVALENTS _____

D. LEARNING STYLES INVENTORY:

MAJOR: _____

MINOR: _____

PROFILE FORM

PERFORMANCE GRAPH					WORK BEHAVIORS
NEEDS IMP. 0-9	BELOW AVERAGE 10-33	AVERAGE 34-65	ABOVE AVERAGE 66-89	SUPERIOR 90-100	**RATING SCALE** 1: SUPERIOR 2: ABOVE AVERAGE 3: AVERAGE 4: BELOW AVERAGE 5: NEEDS IMPROVEMENT
					1. APPEARANCE 1 2 3 4 5
					2. COMMUNICATION SKILLS 1 2 3 4 5
					3. CONFORMS TO RULES 1 2 3 4 5
					4. ENDURANCE 1 2 3 4 5
					5. INITIATIVE 1 2 3 4 5
					6. INTERPERSONAL TRAITS 1 2 3 4 5
					7. REACTIONS TO ASSIGNED TASKS 1 2 3 4 5
					8. SAFETY CONSCIOUSNESS 1 2 3 4 5
					COMMENTS:

VOCATIONAL PERFORMANCE MATRIX

NAME _____

DATE _____

	AGRICULTURE	BUSINESS & OFFICE	COSMETOLOGY	CONSTRUCTION	DRAFTING	ELECTRO-MECH.	ELECTRONICS	FOOD SERVICE	GRAPHIC ARTS	HEALTH OCCUP.	MARKETING	METALWORKING	OCCUP. HOME EC.	TRANSPORTATION	WOODWORKING	PARTICIPANT
1 AIMING																
2 APPEARANCE																
3 CLERICAL PERCEPTION																
4 COLOR DISCRIMINATION																
5 COMMUNICATION SKILLS																
6 CONFORMS TO RULES																
7 DIGITAL DISCRIMINATION																
8 ENDURANCE																
9 FINGER DEXTERITY																
10 FOLLOWS DIAGRAMMED INSTRUCTIONS																
11 FOLLOWS VERBAL INSTRUCTIONS																
12 FOLLOWS WRITTEN INSTRUCTIONS																
13 FORM PERCEPTION																
14 GENERAL INTELLIGENCE																
15 INITIATIVE																
16 INTERPERSONAL TRAITS																
17 MANUAL DEXTERITY																
18 MEASUREMENT SKILLS																
19 MOTOR COORDINATION																
20 NUMERICAL APTITUDE																
21 REACTIONS TO ASSIGNED TASKS																
22 SAFETY CONSCIOUSNESS																
23 SPATIAL DISCRIMINATION																
24 VERBAL APTITUDE																

Using the following scale, have each instructor rate under their course area the importance of the performances listed in the left hand column of the matrix:

1. CRITICALLY SIGNIFICANT
2. ABOVE AVERAGE SIGNIFICANCE
3. AVERAGE SIGNIFICANCE
4. BELOW AVERAGE SIGNIFICANCE
5. NO SIGNIFICANCE

Give instructor a set of definitions of terms when they are rating performances so that they understand exactly what each performance means.

A student or participant rating based upon scores found on the reporting form should be entered in the right hand column of matrix under "participant".

Now, instructors' ratings can be compared with participants' performances to determine which courses might be most appropriate for the participant. Also, the matrix will indicate areas of remediation required before placing a participant into a particular instructor's training program.

TECHNICAL INFORMATION
SKILLS ASSESSMENT MODULE

I. RATIONALE

Unlike most vocational assessments which place emphasis on job placement, the Skills Assessment Module focuses primarily on the student's level of performance as it relates to motor, cognitive and affective demands inherent in an institutions' various training programs. The relationship between the student's performance and the requirements of a specific training program is established through a matrix which compares students' scores with ratings by vocational instructors. For example, if a drafting instructor rates following diagrammed instructions as a priority in his course and a student scores below average on a sample testing this ability, a weakness has been identified that must be considered before placing the student in drafting or any other course where this skill is important. Student strengths can be used to help determine placement and weaker areas can be identified for remediation, thus making the placement/training process more efficient.

II. NORMS

The participant's score is determined through the use of a norm. A norm refers to the development of a range of scores on a specific activity that can be used as a point of reference for comparing the individual with a specific group. The Norms on the SKILLS ASSESSMENT MODULE were determined by psychometric techniques and by predetermined time studies (MTM-1). The psychometric norm is useful when placing students into training programs and was developed on average vocational, handicapped, and disadvantaged students. The MTM-1 time standard is used when a comparison to an industry standard is the objective.

The psychometric norms were generated in eight data collection sites in urban, suburban, and rural secondary and post secondary schools. A separate norm is available on average, mildly handicapped and disadvantaged youths. All norms contain approximately 50 percent female, 50 percent male which average between 14-21 years of age. See specific norm chart on the following page for numbers, means, standard deviations and percentiles. Separate percentiles are provided on time and error to maintain a clear delineation of speed and accuracy.

The MTM-1 norm was generated by Maynard Research Council, Inc., a member of the Methods Engineering Council, Inc. The Data Base for the time values are derived from the application of Methods-Time Measurement (MTM-1) to the motion patterns that are required to perform the work. In MTM the actual finger, hand, body, etc. motions are recorded based on type, distance, level of difficulty, etc. and then predetermined times are entered that match the information entered. The MTM predetermined time system was developed by the late H. B. Maynard. This MTM time information system is used internationally and has withstood the test of time and the investigation of numerous centers of higher learning as to its accuracy.

See MTM Data on page 41 for instructions on their use.

SKILLS ASSESSMENT MODULE
NORMATIVE DATA
PREVOCATIONAL AND VOCATIONAL STUDENTS
BETWEEN 14-21 YEARS OF AGE
Approximately 50% Male, 50% Female

Directions:
Match students time and errors to the nearest time and error score listed under each sample. Times are listed under T and errors are listed under E. Times are listed as minutes and seconds. Thirty seconds is represented as .3.

The percentile and rating for each score are listed in the left hand column of the chart. Enter the percentile and rating on the Reporting Form.

RATING	%	1 MAIL SORT T	1 MAIL SORT E	2 ALPHABETIZING T	2 ALPHABETIZING E	3 ETCH-A-SKETCH MAZE T	3 ETCH-A-SKETCH MAZE E	4 PAYROLL T	4 PAYROLL E	5 PATIENT INFO. MEMO T	5 PATIENT INFO. MEMO E	6A SMALL PARTS T	6A SMALL PARTS N/A	6B SMALL PARTS T	6B SMALL PARTS N/A	7 RULER READING T	7 RULER READING E	8 PIPE ASSEMBLY T	8 PIPE ASSEMBLY E	9 O-RINGS T	9 O-RINGS E	10 BLOCK DESIGN T	10 BLOCK DESIGN E	11 COLOR SORT T	11 COLOR SORT E	12 CIRCUIT BOARD T	12 CIRCUIT BOARD E
1 SUPERIOR	99	3	0	2	0	2	0	1.45	0	4	0	2		3.45		1	0	2	0	2	0	.30	0	.30	0	1	0
	97	3.45		2.3				2		6.45		2.15		4.3				2.15				.35		.35		1.45	
	95			3				2.15		8		2.3		6		1.15		2.45		2.15		.40				2	
2 ABOVE AVERAGE	90	4.30						2.3		10		2.45		6.15				3		2.3		.45		.40		2.15	
	85	5		3.15		2.15		2.45		10.3		3		6.3		1.3		3.15		3		.55		.45		2.3	
	80	5.30		3.3		2.30		3		11		3.15				1.45		3.3				1					
	75			4			1			11.3				6.45		2		3.45						.50		2.45	
	70			4.15		2.45		3.15		12.15	1	3.3		7		2.15		4		3.15				.55			
3 AVERAGE	65	6.15		4.45						13.3				7.15		2.45				3.3	1	1.05		.56		3	
	60	7		5	1	3		3.3		14	2	3.45		7.3				4.15		3.45							
	55	7.30		5.15			2	3.45		15		4		7.45		3		5		4		1.10		.57			
	50	7.45	1	5.3		3.15		4		15.15	3	4.15		8		3.15	1	5.15		4.15	2			1		3.15	
	45	8		5.45	2		3	4.15		15.3				8.15		3.45		5.3		4.3		1.15		1.03		4	
	40	8.3		6		3.30		4.45	1	15.45	4	4.3		8.3		4		5.45		4.45		2	1			4.15	
	35							5		16				8.45		4.3	2	6	1	5		2.15		1.04		4.3	
	30	9.15	2	6.15		3.45		5.3		16.15	5	4.45		9			3	6.15		5.15	3	2.3				4.45	1
4 BELOW AVERAGE	25	10		6.45	3	4	4	5.45		17.45	6	5		9.3				7				2.45		1.05		5	
	20	10.45		7		4.15		6		18.3	8	5.15		9.45		5	4	8		5.3	4	2.5	2	1.10		5.15	
	15	11.45	3	8	4	5	5	6.3		19	13	5.45		10.45		5.45	5	9		5.45		2.55		1.15		5.3	2
	10	12.3	9	9	5	5.3	6	7.45	2	20.3	14	7		11.3			6	10		6	5	3	3	1.25		6.3	
5 NEEDS IMP.	5	14		10	6	6	9	9		22.3		7		12.15		7.3	8	12	2	6.45	6	5	4	2	1	7.45	3
	0	17.15		11	7	7	10	11.3	3	27.15		8		16.15		11.3	14	13	3	7	7	6	5	3	2	14.45	5
N		110		136		82		112		111		82		112		101		82		136		81		136		111	
M		8.15		5.3		3.07		4.06		15.03		4.15		8.26		3.75		5.36		4.07		1.38		1.03		4.06	
SD		3.11		2.29		.57		2.16		4.06		1.7		2.41		2.11		1.29		1.22		.53		.28		2.1	

III. RELIABILITY

The concept of reliability deals with the consistency of the score. When readministered, a good work sample generates relatively the same score on an individual by maintaining a consistent relationship between the single score and the group score.

Reliability is estimated by the strength of the relationship between two logically defined sets of data on the same sample. The relationship is called a correlation.

The Pearson's r statistic was used to determine S.A.M.'s correlation coefficients using the Test-Retest method. The Test-Retest method was administered over a 3-5 day cycle.

The Pearson's r generated the following results with the modules and times scores listed below:

1 - .84	5 - .80	7 - .87	10 - .89*
2 - .90	6A- .84	8 - .82	11 - ---
3 - .91*	6B- .83	9 - .95	12 - .90
4 - .93			

*Spearman's Footrule correlation used due to pattern of distribution.

IV. VALIDITY

Validity is a rational and statistical process for determining the degree to which the sample measures what it says it measures.

The SKILLS ASSESSMENT MODULE bases its validity on several sources. First, content validity is established via the performance aptitude matrix. The matrix relates tasks required in the various vocational training programs within a specific institution to participant's performance on related tasks. Individual vocational instructors rate the importance of specific tasks in their own curriculum. These ratings are then compared to participant's scores on the individual tasks.

Empirical validity was established by comparing participant's grades and prevocational skills to performance on the various samples. A marked relationship exists between evaluee's performance on the samples and their prevocational skills.

Predictive validity is based upon the validity of our MTM standard. Because an MTM standard is based upon actual industrial performances, the MTM times established on the 12 individual modules in SAM can be used to predict certain training and employability potentialities in the participant. However, the predictability is limited strictly to those specific traits which SAM addresses. There are many variables which must be taken into account in determining a person's success in training and employment. Unless all the variables are taken into account, the predictability of success in training and employment is somewhat limited.

Under Phase III (Follow-up Test Interpretation) in the SAM manual, additional criteria for determining a participant's overall suitability for training and employability is outlined. All the criteria outlined should be considered in order to attain a truly predictive profile of the participant.

Copyright 1985 Piney Mountain Press, Inc.

SKILLS ASSESSMENT MODULE

PINEY MOUNTAIN PRESS,INC

MTM-1 ANALYSIS SUMMARY
BY
MAYNARD RESEARCH COUNCIL, INC.

EXERCISE TITLE	TIME IN TMU'S		TIME IN MIN/SEC
1 Mail Sort	9928.6		5-57
2 Alphabetizing	4540.1		2-43
3 Etch-A-Sketch Maze	3241.9		1-57
4 Payroll Computation	5647.3		3-23
6A Small Parts-Washer	2959.1		1-47
6B Small Parts-Screws	5206.4	Part 1	3- 7
	3712.7	Part 2	2-14
		Total	5-21
7 Ruler Reading	2078.7		1-15
8 Pipe Assembly	3388.6		2- 2
9 O-Rings	3400.9		2- 2
10 Block Designs	759.8		0-27
11 Color Sort	983.7		0-35
12 Circuit Board	1557.6		0-56

The predetermined time listed as minutes and seconds expresses the average time it would take an average worker to perform the sample with no errors. The time is based on workers trained and practiced in performing the specific motor and perceptual skills listed above. When comparing untrained handicapped or disadvantaged populations to an MTM time, it is important to recognize this fact and allow for ample practice so that the participant's real potential may be observed. You may readminister the samples as many times as you wish to determine whether or not a participant has the potential of surviving in a competitive work place using the motor and perceptual skills outlined in the Skills Assessment Module.

Copyright 1985 Piney Mountain Press, Inc.

LEARNING STYLES INVENTORY

For many years educators have recognized the need for alternative instructional methods and techniques to meet the needs of the variety of students in our heterogeneously grouped classrooms. We have become familiar with a variety of methods and techniques, but, in many cases, their misapplication has proven unproductive. Recognizing and defining the style in which a person learns is as important to the learning process as the diagnostic tests required by a medical doctor are to the healing process. Many teachers share the frustration of knowing that we are failing to meet the needs of some of the students in our classrooms. One reason could be the lack of understanding and accommodating the unique learning styles of our students--particularly those we are not reaching.

The Learning Styles Instrument was formulated by teachers for the use of teachers in determining the styles preferred by their students. The Learning Styles Instrument is divided into three main areas: information gathering/receiving, social work conditions, and expressiveness preference. The Instrument is simple to administer, score, interpret and utilize in accommodating individual differences. There are provisions being made for scoring, charting, and interpreting by the computer.

If we are to allow for individual differences, we must consider ways of learning, working, and reporting as three (3) important areas. In the area of learning, the Learning Styles Instrument investigates five (5) specific sub-topics. They are:

1. Auditory Language: The way a student hears words: processing spoken words.
2. Visual Language: The way a student sees words: processing written language.
3. Auditory Numerical: The way a student hears numbers: processing spoken numerical values.
4. Visual Numerical: The way a student sees numbers: processing written numerical values.
5. Auditory-Visual-Kinesthetic: The way a student learns by doing or involvement: emphasizing the experiencing or manipulative learning style which is almost always accompanied by either auditory stimuli, visual stimuli, or a combination of both.

The area of working considers whether a student likes to work or learn in a group or alone. They are appropriately titled as follows:

1. Group Learner: A student who likes to work with at least one other person when there is important work to be done.

2. Individual Learner: A student who works and thinks best alone. This student is usually a self-starter and frequently finds working with other students distracting.

The area of individual expressiveness considers how a student prefers to express himself. Basically, he/she falls into one of these two broad catefories:

1. Oral Expressive: A student who prefers to say what he knows. Usually, answers or explanations are better given orally; however, some students may indicate this preference simply because they are too lazy to write things down.

2. Written Expressive: A student who prefers to write down answers or explanations. Students who exhibit a reflective cognitive learning style may prefer this method.

Directions should make very clear that the statements are not questions with right or wrong answers. They are just statements and the responses should represent the way the student feels. Emphasize that no grades are given, and, if they are to score it themselves, they will do the actual scoring and charting of results. Explain how they are to mark the answers and do the Learning Styles example from the front page of the Instrument. Emphasize that they must make only one choice for each statement, but that they must respond to every statement. Usually their first choice is the best. Explain that as they read each statement, you will read it aloud. This is to accomodate those who prefer auditory to visual stimuli or for non-readers, and allow approximately 12 seconds to read and respond to each statement.

Encourage and allow questions from the students if they do not understand. Special solicitations for questions should be extended before the Learning Styles example is done, after it is done, before the first statement from the Instrument is read, after the third statement is read, after the last statement is read, and any other time when the need is apparent. After the Instrument is completed, it is necessary to check for one response to every statement. If the students are to score their own tests, the scoring procedure will begin.

See sample of LEARNING STYLES WORKSHEET - Page 6

1. The numbers listed under each of the nine (9) construct areas designate the statements on the Instrument which measure that particular style. For example, statements 5, 13, 21, 29, and 37 all measure the visual language style of learning.

2. To determine the score for each style, do the following:
   a. Look up the response given for each statement and write it in the right hand column.
   b. Total the numbers.
   c. Multiply the sum of the numbers by two (2).

This determines the score:

EXAMPLE: Visual Language

5 - 3
13 - 4
21 - 4
29 - 3
37 - 4

Suppose these are the responses given on the Learning Styles Instrument.

18 x 2 = 36

36 is the score for Visual Language.

3. Figure the score for each of the nine (9) areas. If the score is 32 through 40, the style is considered to be a major learning style for the student. From 20 through 32 is a minor learning style to a negligible extent.

4. After computing each score, the students graph the results of the page headed Learning Style Profile. (See completed sample--page 9: Learning Style Profile.) Each of the scores in the nine (9) construct areas is translated into a bar graph to the right of the name of that construct area.

Style usage may be defined as:

1. Major: The student prefers this mode of learning, feels comfortable with it, and uses it for important (to the student) learning. A student does not necessarily have one and only one preferred style.

2. Minor: The student uses this mode but usually as a second choice or in conjunction with other learning styles.

3. Negligible: The student prefers not to use this if other choices are available. The student does not feel comfortable with this style.

The following are descriptions of learning styles which can be found in every learner to a major, minor or negligible extent. These descriptions will help you eveluate a student's learning style on the basis of observation. The Learning Styles Instrument is a tool which facilitates the evaluation of these learning styles. Each of the nine (9) style areas are described here as if the student were a major in that particular style.

1. Auditory Language: This is the student who learns from his hearning words spoken. You may hear him vocalizing or see his lips or throat moving as he reads, particularly when he is striving to understand new material. He will be more capable of understanding and remembering words or facts that he could only have learned by hearing.

2. Visual Language: This is the student who learns well from seeing words in books, on the chalkboard, charts or workbooks. He may even write words down that are given to him orally, in order to learn by seeing them on paper. He remembers and uses information better if he has read it.

3. Auditory Numerical: This student learns from hearing numbers and oral explanations. He may remember phone and locker numbers with ease, and be successful with oral numbers, games and puzzles. He may do just about as well without his math book, for written materials are not as important. He can probably work problems in his head. You may hear him saying numbers to himself, or see his lips moving as he reads a problem.

4. Visual Numerical: This student has to see numbers, on the board, in a book, or on a paper--in order to work with them. He is more likely to remember and understand math facts if he has seen them. He doesn't seem to need as much oral explanation.

5. Auditory-Visual-Kinesthetic Combination: The A-V-K student learns best by experience--doing, self-involvement. He definitely needs a combination of stimuli. The manipulation of material along with the accompanying sight and sounds (words and numbers seen and spoken) will make a big difference to him. He may not seem to be able to understand, or be able to keep his mind on work unless he is totally involved. He seeks to handle, touch and work with what he is learning. Sometimes just writing or a symbolic wiggling of the finger is a symptom of the A-V-K learner.

6. Individual Learner: This student gets more work done alone. He thinks best, and remembers more when he has learned by himself. He cares more for his own opinions than for the ideas of others. You will not have much trouble keeping this student from over-socializing during class.

7. Group Learner: This student strives to study with at least one other student, and he will not get as much done alone. He values other's opinions and preferences. Group interaction increases his learning and later recognizing facts. Class observation will quickly reveal how important socializing is to him.

8. Oral Expressive: This student can easily tell you what he knows. He talks fluently, comfortabley and seems to be able to say what he means. You may find he knows more than his tests show, after talking to him about his work. He is probably not shy about giving reports or talking to the teacher or classmates. The muscular coordination involved in writing may be difficult for him. Organizing and putting thoughts on paper may be a slow and tedious task for this student.

9. Written Expressive: This student can write fluent essays and good answers on tests to show that he knows. He feels less comfortable, perhaps even stupid, when he has to give oral answers. His thoughts are better organized on paper than when they are given orally.

LEARNING STYLES WORKSHEET

Visual Language
5 - 3
13 - 4
21 - 4
29 - 3
37 - 4
total 18 x 2 = 36 (score)

Visual Numerical
9 - 4
17 - 2
25 - 4
33 - 4
41 - 3
total 17 x 2 = 34 (score)

Auditory Language
3 - 2
11 - 3
19 - 3
36 - 2
44 - 3
total 13 x 2 = 26 (score)

Auditory Numerical
7 - 2
15 - 3
23 - 2
31 - 2
39 - 1
total 10 x 2 = 20 (score

Kinesthetic-Tactile
1 - 4
18 - 3
26 - 3
34 - 3
43 - 4
total 17 x 2 = 34 (score)

Social-Individual
4 - 4
12 - 2
20 - 2
28 - 4
45 - 4
total 16 x 2 = 32 (score)

Social - Group
8 - 3
16 - 1
24 - 2
32 - 2
40 - 3
total 11 x 2 = 22 (score)

Expressiveness-Oral
6 - 3
14 - 3
22 - 3
30 - 3
38 - 3
total 15 x 2 = 30 (score)

Expressiveness-Written
2 - 4
10 - 3
27 - 2
35 - 4
43 - 4
total 17 x 2 = 34 (score)

LEARNING STYLES INSTRUMENT

Babich, A.M., Burdine, P., Albright, L., Randol, P.

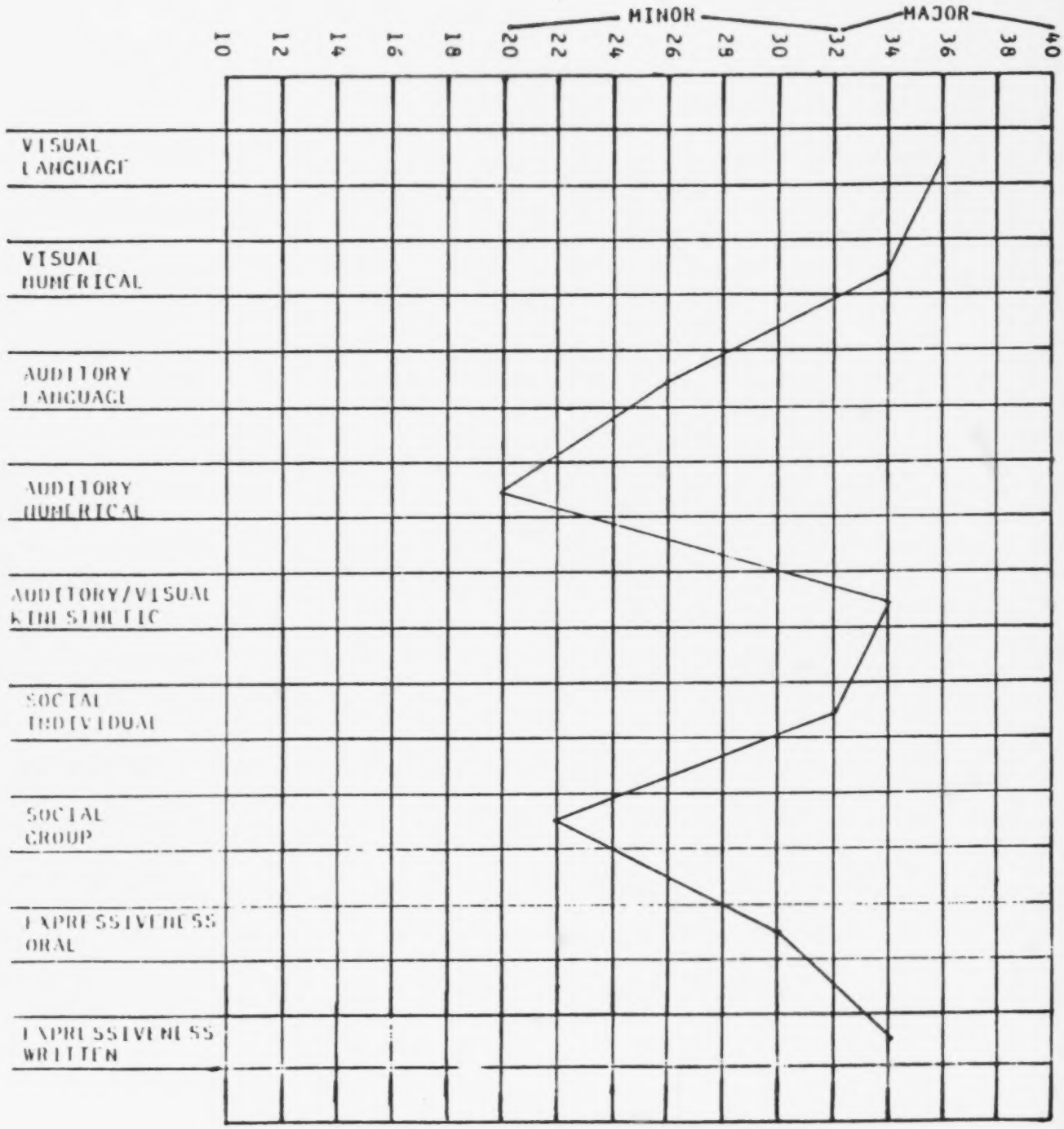
		MOST LIKE ME			LEAST LIKE ME
1.	When I make things for my studies, I remember what I have learned better.	4	3	2	1
2.	Written assignments are easy for me to do.	4	3	2	1
3.	I learn better if someone reads a book to me than if I read silently to myself.	4	3	2	1
4.	I learn best when I study alone.	4	3	2	1
5.	Having assignment directions written on the board makes them easier to understand.	4	3	2	1
6.	It's harder for me to do a written assignment than an oral one.	4	3	2	1
7.	When I do math problems in my head, I say the numbers to myself.	4	3	2	1
8.	If I need help in the subject, I will ask a classmate for help.	4	3	2	1
9.	I understand a math problem that is written down better than one I hear.	4	3	2	1
10.	I don't mind doing written assignments.	4	3	2	1
11.	I remember things I hear better than things I read.	4	3	2	1
12.	I remember more of what I learn if I learn it when I am alone.	4	3	2	1
13.	I would rather read a story than listen to it read.	4	3	2	1
14.	I feel like I talk smarter than I write.	4	3	2	1
15.	If someone tells me three numbers to add, I can usually get the right answer without writing them down.	4	3	2	1
16.	I like to work in a group because I learn from the others in my group.	4	3	2	1
17.	Written math problems are easier for me to do than oral ones.	4	3	2	1
18.	Writing a spelling word several times helps me remember it better.	4	3	2	1
19.	I find it easier to remember what I have heard than what I have read.	4	3	2	1
20.	It is more fun to learn with classmates at first, but it is hard to study with them.	4	3	2	1
21.	I like written directions better than spoken ones.	4	3	2	1
22.	If homework were oral, I would do it all.	4	3	2	1
23.	When I hear a phone number, I can remember it without writing it down.	4	3	2	1
24.	I get more work done when I work with someone.	4	3	2	1

		MOST LIKE ME			LEAST LIKE ME
25.	Seeing a number makes more sense to me than hearing a number.	4	3	2	1
26.	I like to do things like simple repairs or crafts with my hands.	4	3	2	1
27.	The things I write on paper sound better than when I say them.	4	3	2	1
28.	I study best when no one is around to talk or listen to.	4	3	2	1
29.	I would rather read things in a book than have the teacher tell me about them.	4	3	2	1
30.	Speaking is a better way than writing if you want someone to understand what you really mean.	4	3	2	1
31.	When I have a written math problem to do, I say it to myself to understand it better.	4	3	2	1
32.	I can learn more about a subject if I am with a small group of students.	4	3	2	1
33.	Seeing the price of something written down is easier for me to understand than having someone tell me the price.	4	3	2	1
34.	I like to make things with my hands.	4	3	2	1
35.	I like tests that call for sentence completion or written answers.	4	3	2	1
36.	I understand more from a class discussion, than from reading about a subject.	4	3	2	1
37.	I remember the spelling of a word better if I see it written down than if someone spells it out loud.	4	3	2	1
38.	Spelling and grammer rules make it hard for me to say what I want to in writing.	4	3	2	1
39.	It makes it easier when I say the number of a problem to myself as I work it out.	4	3	2	1
40.	I like to study with other people.	4	3	2	1
41.	When the teachers way a number, I really don't understand it until I see it written down.	4	3	2	1
42.	I understand what I have learned better when I am involved in making something for the subject.	4	3	2	1
43.	Sometimes I say dumb things, but writing gives me time to correct myself.	4	3	2	1
44.	I do well on tests if they are about things I hear in class.	4	3	2	1
45.	I can't think as well when I work with someone else as when I work alone.	4	3	2	1

LEARNING STYLE PROFILE

NAME _____

DATE _____

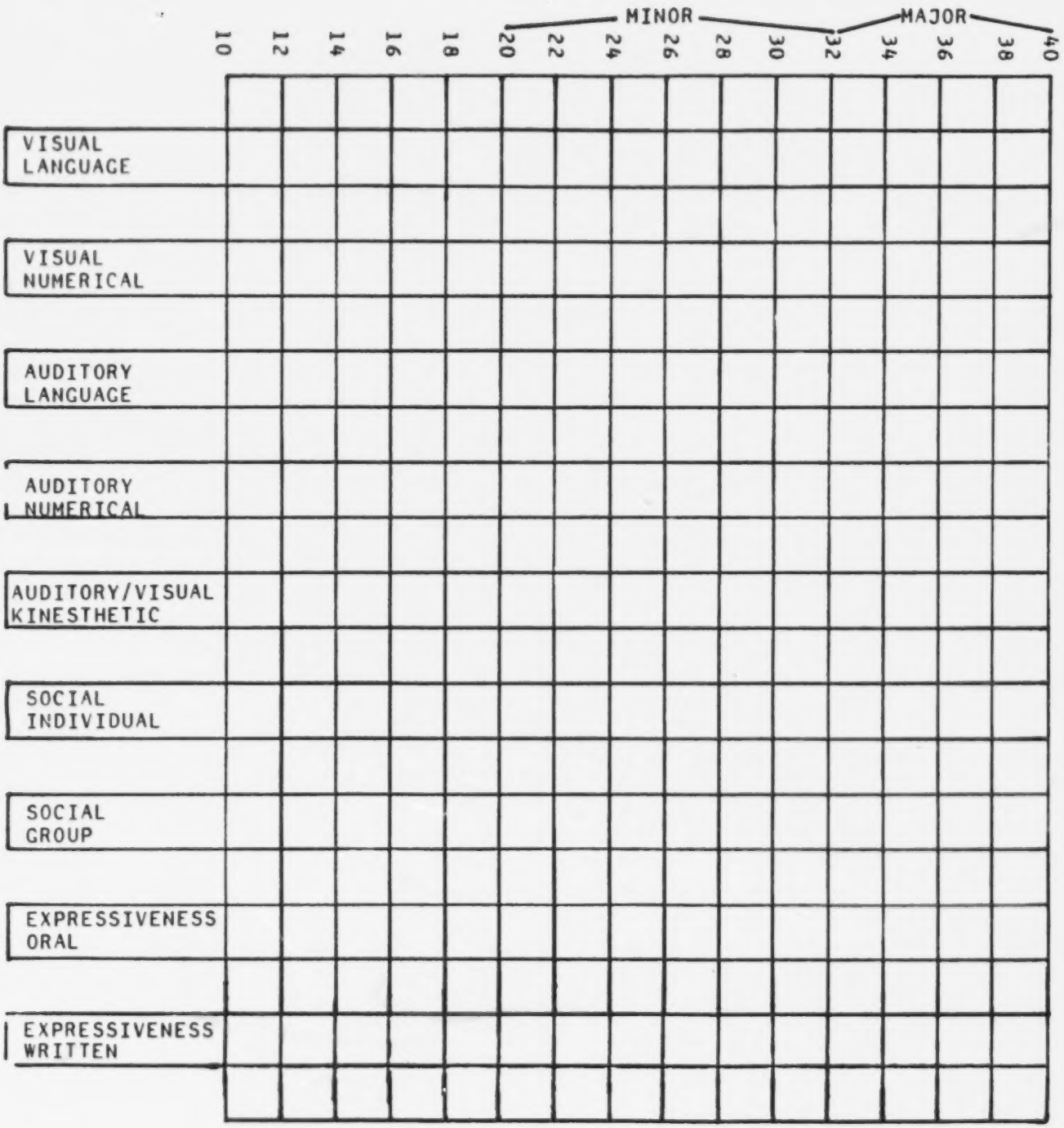


BEST COPY AVAILABLE

LEARNING STYLE PROFILE

NAME _____

DATE _____



PARTS LIST

MAIL SORT

Mail Sort Box	$ 70.00
Cards and Labels	5.00

ALPHABETIZING

File Box, 4x6	3.00
Dividers, 4x6	3.50

ETCH A SKETCH

Etch A Sketch	15.00
Overlay	2.00

PAYROLL

Calculator	75.00

PATIENT INFO.

Included in Manual

SMALL PARTS

Small Parts Board	70.00
Washers (20)	1.50
Galv. Brad (3/4x18) (20)	1.50
Machine Screws (4x40x1/2) (20)	1.50
Square Tip Tweezers	3.00
Miniature Screwdriver	2.00

RULER READING

Ruler	2.00

PIPE ASSEMBLY

Pipe wrench, 8"	10.00
Stubby Flathead Screwdriver, 1/4"	3.00
Male Boiler Drain, 1/2"	5.00
Elbows, (2, 1/2"x3/4)	4.50
Tee, 1/2"	1.50
Cap, 1/2"	1.50
Plug, 1/2"	1.50
Nipples, 3 (3/4x5, 1/2x2, 1/2x3)	5.00

O-RINGS

O-rings	18.00

BEST COPY AVAILABLE

BLOCK DESIGN

Bag	2.00
Blocks	7.00

CIRCUIT BOARD

Board	20.00
Socket	12.00
Led	1.00
Switches	2.00
Wire (on spools)	6.00
Colored pencils	2.00

MISCELLANEOUS

Box	75.00
Manual	25.00
Tests:	
Beta II	20.00
PTI-ODT	35.00